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The media's featuring of the failings of the Department of Defense acquisition community has influenced the American public to believe that the military industrial complex is full of charlatans and clowns. Admittedly, there have been serious errors, well documented and exhibited for all to observe. In some ways the public's perception is not too far from wrong. However, it was not just DoD's Acquisition work force by itself, but also the Congressional mandated requiring the acquisition work force to comply with laws which made Defense Acquisition a nightmare of conflicting rules and regulations with no added value. With the fall of the Soviets and the shifting of America's attention, Congress in the coming session will most probably pass DoD acquisition reform legislation.

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**ORGANIZATIONAL CULTURE**  
**EDUCATION OF THE DEPARTMENT OF DEFENSE**  
**PROGRAM MANAGERS**  
**UNDER**  
**DEFENSE ACQUISITION WORKFORCE IMPROVEMENT ACT**  
**BY**  
**JAY W. GOULD III**

**SEMINAR IN ADMINISTRATIVE BEHAVIOR  
UNIVERSITY OF SOUTHERN CALIFORNIA  
WASHINGTON PUBLIC AFFAIRS CAMPUS**

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## **THE ACQUISITION WORKFORCE**

The media's featuring of the failings of the Department of Defense acquisition community has influenced the American public to believe that the military industrial complex is full of charlatans and clowns. Admittedly, there have been serious errors, well documented and exhibited for all to observe. In some ways the public's perception is not too far from wrong. However, it was not just DoD's Acquisition work force by itself, but also the Congressional mandates requiring the acquisition work force to comply with laws which made Defense Acquisition a nightmare of conflicting rules and regulations with no added value. With the fall of the Soviets and the shifting of America's attention, Congress in the coming session will most probably pass DoD acquisition reform legislation.

The President's Blue Ribbon Commission on Defense Acquisition Management in 1986 described the DoD acquisition workforce as "under-trained, underpaid, and inexperienced." Until the passage of the Defense Acquisition Workforce Improvement Act (DAWIA) in 1990, little headway had been made. The act established:

- o Acquisition Corps membership, selection and eligibility requirements
- o Requirements for those assigned to critical acquisition positions
- o Qualification requirements for major and non-major program managers and deputy program managers
- o Qualification requirements for contracting officers
- o The Defense Acquisition University (DAU)

## **DEFENSE ACQUISITION UNIVERSITY (DAU)**

The mission of DAU is defined in Department of Defense Directive (DoDD) Number 5000.57 dated October 22, 1991.

The mission of the Defense Acquisition University shall be to educate and train professionals for effective service in the defense acquisition system; to achieve more efficient and effective use of available acquisition resources by coordinating DoD acquisition education and training programs and tailoring them to support the careers of personnel in acquisition positions; and to develop education, training, research, and publications' capabilities in the area of acquisition.

This same directive defined the responsibilities and functions of DAU to include, "Establish quality and performance standards, consistent with established standards of consortium participants and DoD components, to govern the curriculum content and delivery of acquisition education and training courses. Ensure that consortium participants adhere to these standards."

Based upon its mission DAU soon published a career field catalog defining courses required for attainment of career field levels. DoD 5000.52-M, Department of Defense: Career Development Program for Acquisition Personnel defines the career fields and levels. A career level is a grouping of education, training, and experience standards that provide the framework for progression within a career field. There are three career levels:

- (I) entry or basic
- (II) intermediate
- (III) senior.

## **CAREER FIELDS, LEVELS AND BLOOM'S TAXONOMY**

As DAU organized its consortium of schools and colleges and defined its mandatory student requirements, some passages of the enabling legislation required interpretation. The educational premise of the DAU schools and colleges was structured on Bloom's Taxonomy and competency based. Level I courses were to be structured and given primarily at Bloom's level 1. Level II courses were to be concentrated at Bloom's 3 and Level III courses were to be at Bloom's Level 4. It is the interpretation of some that a student graduating from a required course must be certified by the graduating institution as having attained the required career field level. A Level II school would certify the student upon graduation as a Level II (Intermediate) having achieved Bloom's Level 3. The Defense Systems Management College (DSMC) Program Management Course (PMC) is a Level III course with its instructional base at Bloom's Level 4. However, at this time the only prerequisites for enrollment in the PMC is approval by the nominee's Service or equivalent government agency. The taxonomy is discussed as follows:

Bloom's Taxonomy is described in the text Taxonomy of Educational Objectives authored by Benjamin S. Bloom and David R. Krathwohl in 1956 (copyright renewed in 1984). They state, "The whole cognitive domain of the taxonomy is arranged in a hierarchy, that is, each classification within demands the skills and abilities which are lower in the classification order." The (6) Cognitive Domains (Levels) are described as follows:

## **1. KNOWLEDGE**

Knowledge, as defined here, involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting.

### **1.10 Knowledge of Specifics**

The recall of specific and isolable bits of information.

### **1.11 Knowledge of Terminology**

Knowledge of the referents for specific symbols.

To define technical terms.

Familiarity with a large number of words.

### **1.12 Knowledge of Specific Facts**

Knowledge of dates, events, persons, places etc.

### **1.20 Knowledge of Ways and Means of Dealing with Specifics**

Knowledge of the ways of organizing, studying, judging, and criticizing. This includes the methods of inquiry, the chronological sequences, and the standard of judgment.

### **1.21 Knowledge of Conventions**

Knowledge of characteristic ways of treating and presenting ideas and phenomena.

Familiarity with forms of major types of work, e.g., verse, play, scientific papers.

### **1.22 Knowledge of Trends and Sequences**

Knowledge of the processes, direction, and movements of phenomena with respect to time.

### **1.23 Knowledge of Classifications and Categories**

Knowledge of the classes, sets, divisions, and arrangements which are regarded as fundamental for a given field, purpose, argument, or problem.

To recognize the area encompassed by various kinds of problems or materials.

### **1.24 Knowledge of Criteria**

Knowledge of the criteria by which facts, principles, opinions, and conduct are tested or judged.

Familiarity of the criteria for judgment appropriate to the type of work and purpose for which it is read.

### **1.25 Knowledge of Methodology**

Knowledge of methods of inquiry, techniques, and procedures employed in a particular subject field.

The emphasis here is on the individual's knowledge of the method rather than his ability to use the method.

Knowledge of scientific methods.

### **1.30 Knowledge of the Universals and Abstractions in a Field**

Knowledge of the major schemes and patterns by which phenomena and ideas are organized.

### **1.31 Knowledge of Principles and Generalizations**

These are the abstractions which are of value explaining, describing, predicting, or in determining the most appropriate and relevant action or direction to be taken.

The recall of major generalizations about particular cultures.

### **1.32 Knowledge of Theories and Structures**

Knowledge of the body of principles and generalizations together with their interrelationships which present a clear, rounded, and systematic view of complex phenomenon, problem, or field.

## **INTELLECTUAL ABILITIES AND SKILLS**

Abilities and skills refer to organized modes of operation and generalized techniques for dealing with materials and problems. The materials and problems may be of such a nature that little or no specialized and technical information is required. Such information as is required can be assumed to be part of the individual's general fund of knowledge. Other problems may require specialized and technical information at a rather high level such that specific knowledge and skill in dealing with the problem and the materials are required. The abilities and skills objectives emphasize the material processes of organizing and reorganizing material to achieve a particular purpose. The materials may be given or remembered.

## **2. COMPREHENSION**

This represents the lowest level of understanding. It refers to a type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea without seeing its fullest implications.

### **2.10 Translation**

Translation is judged on the basis of faithfulness and accuracy, that is, on the extent to which the material in the original communication is preserved although the form of the communication has been altered.

The ability to understand non-literal statements (metaphor, symbolism, irony, exaggeration).

Skill in translating mathematical verbal material into symbolic statements and vice versa.

### **2.20 Interpretation**

The explanation or summarization of a communication. Interpretation involves a reordering, rearrangement, or a new view of the material.

### **2.30 Extrapolation**

The extension of trends or tendencies beyond the given data to determine implications, consequences, corollaries, effects, etc., which are in accordance with the conditions described in the original communication.

### **3. APPLICATION**

The use of abstractions in particular and concrete situations. The abstractions may be in the form of general ideas, rules of procedure, general methods, technical principles, ideas, and theories.

Application to a phenomena discussed in one paper of scientific terms or concepts used in other papers.

### **4. ANALYSIS**

The breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between the ideas expressed are made explicit.

#### **4.10 Analysis Of Elements**

Identification of the elements included in a communication.

The ability to recognize unstated assumptions.  
Skill in distinguishing facts from hypotheses.

#### **4.20 Analyses Of Relationships**

The connections and interactions between elements and parts of a communication.

Ability to check the consistency of hypotheses with given information and assumptions.  
Skill in comprehending the interrelationships among the ideas in a passage.

#### **4.30 Analysis Of Organizational Principles**

The organization, systematic arrangement, and structure which hold the communication together. This includes the "explicit" as well as "implicit" structure.

The ability to recognize form and pattern in literary or artistic works as a means of understanding their meaning.

### **5. SYNTHESIS**

The putting together of elements and parts so as to form a whole.

#### **5.10 Production Of A Unique Communication**

The development of a communication in which the writer or speaker attempts to convey ideas, feelings, and/or experiences to others.

#### **5.20 Production Of A Plan, Or Proposed Set Of Operations**

The development of a plan of work or the proposal of a plan of operations. The plan should satisfy requirements of the task which may be given to the student or which he may develop for himself.

Ability to propose ways of testing hypotheses.

#### **5.30 Derivation Of A Set Of Abstract Relations**

The development of a set of abstract relations either to classify or explain particular data or phenomena, or the deduction of propositions and relations from a set of basic propositions or symbolic representations.

Ability to formulate appropriate hypotheses based upon an analysis of factors involved, and to modify such hypotheses in the light of new factors and considerations.

Ability to make mathematical discoveries and generalizations.

## **6. EVALUATION**

Judgments about the value of material and methods for given purposes. Quantitative and qualitative judgments about the extent to which material and methods satisfy criteria.

### **6.1 Judgments In Terms Of Internal Evidence**

Evaluation of the accuracy of a communication from such evidence as logical accuracy, consistency, and other internal criteria.

Judging by internal standards, the ability to assess general probability of accuracy in reporting facts from the care given to exactness of statements, documentation, proof, etc.

The ability to indicate logical fallacies in arguments.

### **6.2 Judgments In Terms Of External Criteria**

Evaluation of material with reference to selected or remembered criteria.

The comparison of major theories, generalizations, and facts about particular cultures.

Judging by external standards, the ability to compare a work with the highest known standards in its field -- especially with other works of recognized excellence. (1)

In summary, Bloom's Taxonomy of the 6 cognitive domains of educational objectives are:

- 1. KNOWLEDGE**
- 2. COMPREHENSION**
- 3. APPLICATION**
- 4. ANALYSIS**
- 5. SYNTHESIS**
- 6. EVALUATION**

## **LANGFORD'S TRANSFORMATION**

The Langford Quality Learning Seminars are the focus of the Defense Systems Management College Professor's introduction into the theory of cognitive learning. Langford refines Bloom's Taxonomy as a learning process defining the answers to the question, "How do I know that I know I am at this level? and "What do I do to demonstrate (*my learning*)?" A comparison of Langford's of Bloom's Taxonomy:

<u>Langford</u>	<u>Bloom</u>
Information	Knowledge
Know-how	Comprehension Application Analysis
Wisdom	Synthesis Evaluation

Langford believes, "You know that you know and can demonstrate your knowing in response to the instructors actions or prompts when:

#### Information

The instructor directs, tells, shows, examines the information necessary.

#### Know How

The instructor demonstrates, listens, questions, compares, contrasts, and examines the information and your knowledge of it.

#### Wisdom

The instructor shows, facilitates, observes, and criticizes work being done by the student.

The instructor probes, guides, observes, and acts as a resource." (6)

The instructor clarifies, accepts, harmonizes and guides.

The Langford Competency Matrixes provide a structured breakdown of competencies on the vertical axis with the skill levels or Bloom's Taxonomy defined on the horizontal axis. Examples of this method of structuring a student self-scored learning is contained in Appendix A.

## **DR. PERRY'S LEARNING ENVIRONMENT PREFERENCES**

Since the passage of DAWIA, research has been conducted on the Perry Learning Environment Preferences (LEP) of the students attending DSMC. In the initial pilot studies, the purpose was to understand if there were any differences between those who volunteered to attend either a Level II or Level III Course and those who were mandated to attend. The initial studies indicate that students who volunteered to attend had higher Perry LEP indicators than those who were required to attend. A Perry LEP is an indication of a student's preferred approach to learning. Since those pilot studies, students in three successive PMC 20 - week courses have been asked to participate in the study.

## **PERRY LEARNING ENVIRONMENT PREFERENCES MODEL**

A preference reflects comfort and not capability. It is an expression of self-awareness and self-control and not selection. Dr. William G. Perry Jr.'s *Cognitive and Ethical Growth: The Making of Meaning* is contained in Arthur W. Chickering's The American College. He opens with, "Have you received the latest 'printout' of your student's evaluation of your teaching performance from the computer?" He could not understand how some students rated an instructor as the world's best while other students who attended the same classes, rated the instructor was the world's worst ("Everyone should receive a refund"). He admits that it took twenty years for him and his Harvard colleagues to discover the true nature of the variability of the student ratings. Conducting a pilot program with Harvard and Radcliff students, Perry developed an oral prompt examination to

determine the learning environmental preferences of the students. While doing so, he also discovered that an LEP grew over the four years of undergraduate school.

As Perry reports,

"We invited them to talk freely in the interview without preformed questions from us and the diversity of their reports exceeded even our own expectations. After the manner of the time, we supposed the differences arose from differences in 'personality types.' However, as the same students returned to report their experiences year by year, we were startled by the reinterpretations of their lives. Then these reinterpretations seemed to fall into a logical progression..... a Pilgrims Progress."

The map of development, or scheme of cognitive and ethical development observed by Perry are defined in the words of the students.

Position 1	Authorities know, and if we work hard, read every word, and learn RIGHT ANSWERS, all will be well.
Position 2	True Authorities must be right, the others are frauds.  Good Authorities give us problems so we can learn to find the RIGHT ANSWERS by our own independent thought.
Position 3	Then some uncertainties or different opinions are real and legitimate <i>temporarily</i> , even for AUTHORITIES.  They are working on them to get the TRUTH.
Position 4a	When AUTHORITIES do not have the RIGHT ANSWER, everyone has a right to his own opinion; no one is wrong!
Position 4b	In certain courses AUTHORITIES are not asking for the RIGHT ANSWERS; They want us to think about things in a certain way, <u>supporting opinion with data.</u>
Position 5	Then <i>all</i> thinking must be like this, even for THEM. You have to understand how each context works. Theories are not truth but metaphors to interpret data with. You have to think about your thinking.
Position 6	I see I am going to have to make my own decisions in an uncertain world with <u>no</u> one to tell me I am RIGHT.
Position 7	Well I have made my first COMMITMENT.

Position 8	I have made several Commitments. I have got to balance them-how many, how deep? How certain, how tentative?
Position 9	This is how life will be. I must be wholehearted while tentative, fight for my values yet respect others, believe my deepest values right yet be ready to learn. I see that I shall retrace this whole journey over and over-but, I hope, more wisely. (2)

At this juncture, Perry expresses the sense of importance that this structure is of the students own voice expressing their development or evolution as it traces their maturity and growth. For in Perry's context, it is the responsibility of the educational institution to foster the growth of the students which it nurtures, even those caught in the 4a (see previous page) position of diverse uncertainty of multiplicity. It is in this unfortunate position that a student seizes on the notion of legitimate uncertainty "as a means of creating, out of personalistic diversity of opinion, an epistemological realm equal to and over against the world of Authority in which RIGHT ANSWERS are known....To replace the simple dualism of a world in which the Authority's right-wrong world is one element and personalistic diversity is the other....where, 'Every opinion is right.'..... Most fortunate where those for whom the demand to substantiate opinion came from more advanced peers." (emphasis mine) (2)

### **PERRY LEP: EXPORTED AND EXPANDED**

Dr. Perry's work was exported to the University of Minnesota where it was taken up by Dr. Lee Knefelkamp. She in turn brought it to the University of Maryland where two of her doctoral students, Dr. Bill Moore and Dr. Carl Bryant developed and certified a survey instrument in a national trial that could determine the first 5 levels of the Perry LEP by the means of a simple

30 minute test. It is this instrument that has been administrated to the students at DSMC. Drs Moore and Bryant found the Perry LEP indicators were:

- o Sequential      Occurring in a logically necessary order
- o Hierarchical     Each one builds upon and integrates earlier perceptions
- o Invariant        Proceeds through levels one at a time
- o Stress           When stressed individuals tend to revert to previous level/s

Like Perry they found there were points or numerical values where the progress of the student transition from one Perry level to the next:

<u>VALUE</u>	<u>DESCRIPTION</u>	<u>PERRY LEVEL</u>
200-240	Basic Dualism	2
241-285	<i>transition</i>	
286-300	Multiple Perspective	3
301-327	<i>transition</i>	
328-373	New Truth Dualism (transition)	
374-400	Multiple Context	4
401-416	Truth in Different Context	
417-461	<i>transition</i>	
462-500	Multiple Commitments Understanding	5
501-Plus	Search for Synthesis	

The chartwise expression of this data is:

200	300	400	500
What to learn	How to learn	How to think	Thinking in context
Memorize	Do-er	Thinker	Knowledge
Receive facts	Seek "the way"	Find Voice	Expertise
Teacher	Instructor (Peers)	Self	Context (8)

The detailed statistics of the Perry LEP indicators are contained in Exhibit B. Typically PMC has 440 students who are nominally divided into 14 30-person sections (A thru N). The frequency of Perry LEP distribution along with mean, standard deviation, medium, mode, variance and range of each section is indicated.

### **INITIAL SUMMARY**

Bloom's Taxonomy is descriptive of how the cognitive field of knowledge may be described for the purpose of designing a curriculum. Langford's Transition utilizes Bloom to define for the student, "How to Know that You Know." Perry's Learning Environmental Preferences are a reflection of the cognitive development of the student as a function of all those elements operating in the classroom environment. The Perry LEP is then the student's preference or behavioral norm for learning. It should then follow if the student LEP preference and the instructors structure of the lesson are not coincident, learning is not a certain outcome.

## **MYERS-BRIGGS TYPE INDICATOR (MBTI)**

MBTI behavioral preferences also have preferred learning styles. The organizational culture at DSMC is defined by the behavioral preferences of the group MBTI. The descriptive analysis, A Description of Psychological Type at the Defense Systems Management College: 1994 Spring Edition (Gould et. al.) shows a model (dominant) type of Introversion, Sensing, Thinking and Judgment (ISTJ - 30.3%). The percentages of the 4617 students are: Introversion 59.3%, Sensing 59.4%, Thinking 87.4% and Judging 74.0%. The remaining dominant groups are ESTJs (16%), INTJ's (11.1%) and ENTJs (9.6%) for a total of 67.1% of the total (4617) sample. (The dominant MBTI of the faculty at DSMC is also ISTJ.) (3)

In People Types & Tiger Stripes: A Practical Guide To Learning Styles by Gordon Lawrence, the teaching strategies for MBTI types are:

### **ISTJ**

linear learner with strong need for order(SJ)

likes direct experiences(S)

likes audiovisuals(S)  
lectures(I)

enjoys working alone(I)

likes well defined goals(S)

prefers practical tests(S)

### **INTJ**

can be a global learner(NJ)

wants to consider theory first,  
then applications(N)

enjoys working alone(I)

prefers open-end instruction(N)

good at paper-and-pencil tests(N)

### **ESTJ**

linear learner with strong need for structure(SJ)  
need to know why before doing something(S)

likes direct experiences(S)

### **ENTJ**

can be linear or global learner(NJ)

likes seminars(EN)

likes reading if can settle down long enough (EN)

<u>ESTJ Continued</u>	<u>ENTJ Continued</u>
likes group projects, class reports, team competition(E)	likes group projects, class reports, team competition(E)
likes audiovisuals, practical tests(S)	likes listening(N)
may like lecture(T)	prefers open-end instruction(N)  wants to consider theory, then application(N) (7)

As is readily identifiable, the behavioral preferences of the SJ students can be at cross purposes with the behavioral preferences of the NT students. However, the largest percentage (46.3) of the students have a linear learner preference (ISTJs + ESTJs). (3)

## **FINDINGS**

To comply with DAU requirements, DSMC is obligated to redesign and shorten its Program Management Course. The redesign of the core courses envisioned by the DSMC '95 Strategic Plan mandates all required classroom instruction to be structured on the Taxonomy of Educational Objectives as defined and developed by Benjamin S. Bloom and David R. Krathwohl (originally copyrighted in 1956 and renewed in 1984). Each Functional Department's lesson plans are to be structured so as to insure the core competencies are met at the appropriate Bloom's curriculum design levels. However, this requirement does not consider the student learning behavioral preferences such as their group dominant MBTI or their Perry LEP profile. As illustrated in this study, the comparison of the measured behavioral preferences of the student's Perry LEPs for the typical PMC class defines a current mismatch between course design of a selected functional area and the tested student behavioral cognitive learning and MBTI preferences. At

question is whether or not the DSMC teaching approach based on curriculum developed for Bloom's Taxonomy Level 4 and students' group data, as currently defined, will achieve the desired learning levels. Without certain controls over prerequisites course content and entrance requirements the issue is in doubt. For example in the typical PMC class, 163 students out of a 347 sample have no prior acquisition experience. PMC classes conducted at a Bloom's Level 4 will most likely induce a stress which will produce an indicated "check list mentality" among the majority of the students who will demand "the right answer for all assigned desired learning objectives" with little time available for cognitive growth into multiple or different contextual truths.

However, 6 weeks of the proposed prerequisite courses will not change individual self select behavioral preferences (MBTI & Perry LEP). If the culture of the acquisition community is to change, all acquisition courses including the PMC and those given at other schools and colleges will require significant managerial development course content. This consideration finds merit in the PMC student group report of Profilor Training Needs Analysis. The Profilor is a 360-degree personal rating instrument administrated prior to the students PMC attendance. A 360-degree rating system involves evaluations of an individual by the person's superiors, peers and subordinates against a national norm. In summary, the statistical data collected to date indicates PMC students are perceived by others in their work environment as having an adequate if not exceptional technical and business knowledge while lacking in appreciation and knowledge of self and relationship with others. (Attachment C) (10)

## **CONCLUSION**

The Department of Defense war fighting capabilities and warrior mode of the past 40 years reflected in the culture of the acquisition communities must change to match new cultural challenges. The DAU educational curriculum in the consortium schools is but a single item of many in a complex acquisition culture requiring significant behavioral change. The achievement of a cultural change requires an understanding that is not addressed by the mere establishment of core competencies and curriculums set to a specific Bloom's Taxonomy Level. Change requires an understanding of the psychological and learning preferences of the students enrolled in acquisition schools and colleges. Cultural change also requires and unfreezing which according to some requires a significant emotional event.

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# WORLD GEO. - APHY

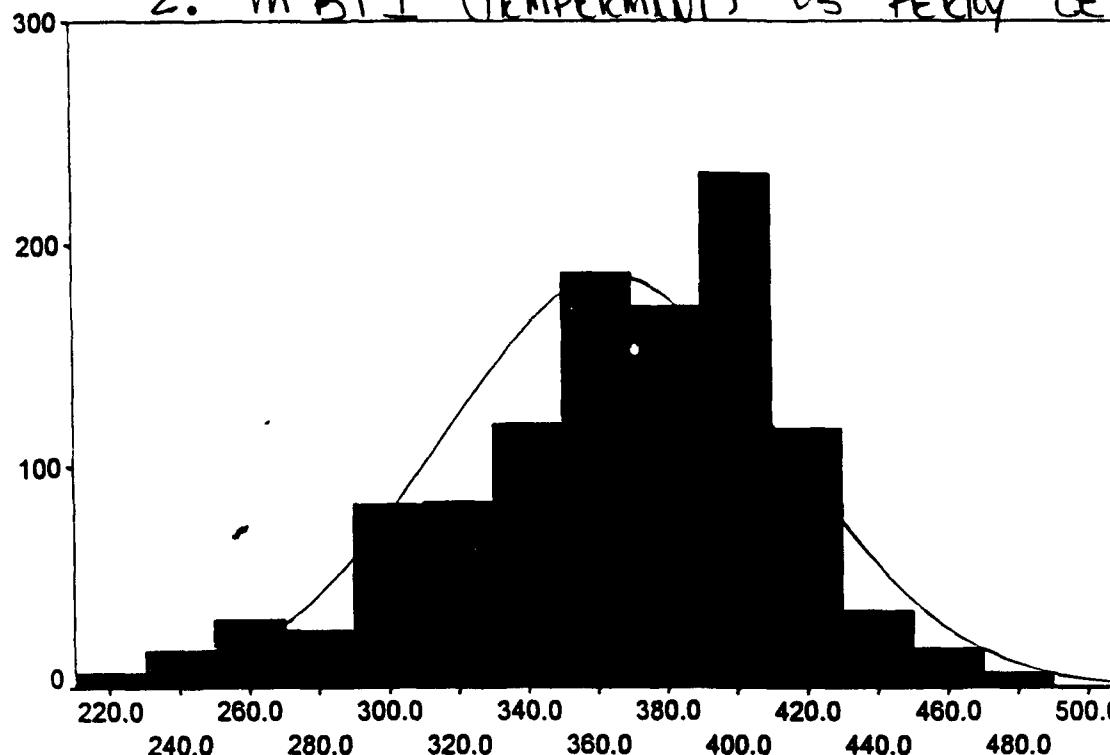
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Name \_\_\_\_\_  
Class: \_\_\_\_\_

OUTCOME	COMPETENCIES BREAKDOWN	LEVEL I		LEVEL II		LEVEL III		LEVEL IV		LEVEL V		LEVEL VI	
		KNOWLEDGE	COMPREHENSION	KNOWLEDGE	COMPREHENSION	KNOWLEDGE	COMPREHENSION	KNOWLEDGE	COMPREHENSION	KNOWLEDGE	COMPREHENSION	KNOWLEDGE	COMPREHENSION
Becoming a geographer	Definition of Geography Role of the geographer Global interdependence Asking Geog. questions Managing time	1											
5 themes of geography	1. Location 2. Place 3. Human-environment 4. Movement 5. Regions	6	Absolute location Longitude and latitude Other letter/number: grid Hemispheres	7									
Geographic method	Geographic method OSAE Portfolio	20	Continents and oceans Country/borders Physical features Relative location Distance and directions Physical characteristics Human characteristics Human-environ. Human change the env. The env. changes humans Movement Places Products Regions Formation Change OSAE Presenting information Portfolio	21	22	23	24	25	26	27	28	29	30
Communicate Effectively	Graphics Caterography Time zones Geographical feature	31	TAKYODS Line graphs Bar graphs Circular graphs TODAS SIGNS Equal area maps Conformal maps Physical maps Political maps Thematic maps Road maps Projections/definition Draw the world Computer-generated maps Orbitreefing Landforms (lithosphere) Waterforms (atmosphere) Air (atmosphere)	32	33	34	35	36	37	38	39	40	41
Demonstrate Responsible Citizenship		42											

1. MBTI (TYPE) VS PERRY LEP  
2. MBTI (TEMPERAMENT) VS PERRY LEP

B



Perry Level

1136 - 3

$$\frac{1133}{1260} = 89.9\%$$

RETURNS VS TOTAL POPULATION

# TOTAL QUALITY LEARNING PROJECT MATRIX

LEARNER'S NAME: \_\_\_\_\_

Total Quality Learning, Inc.

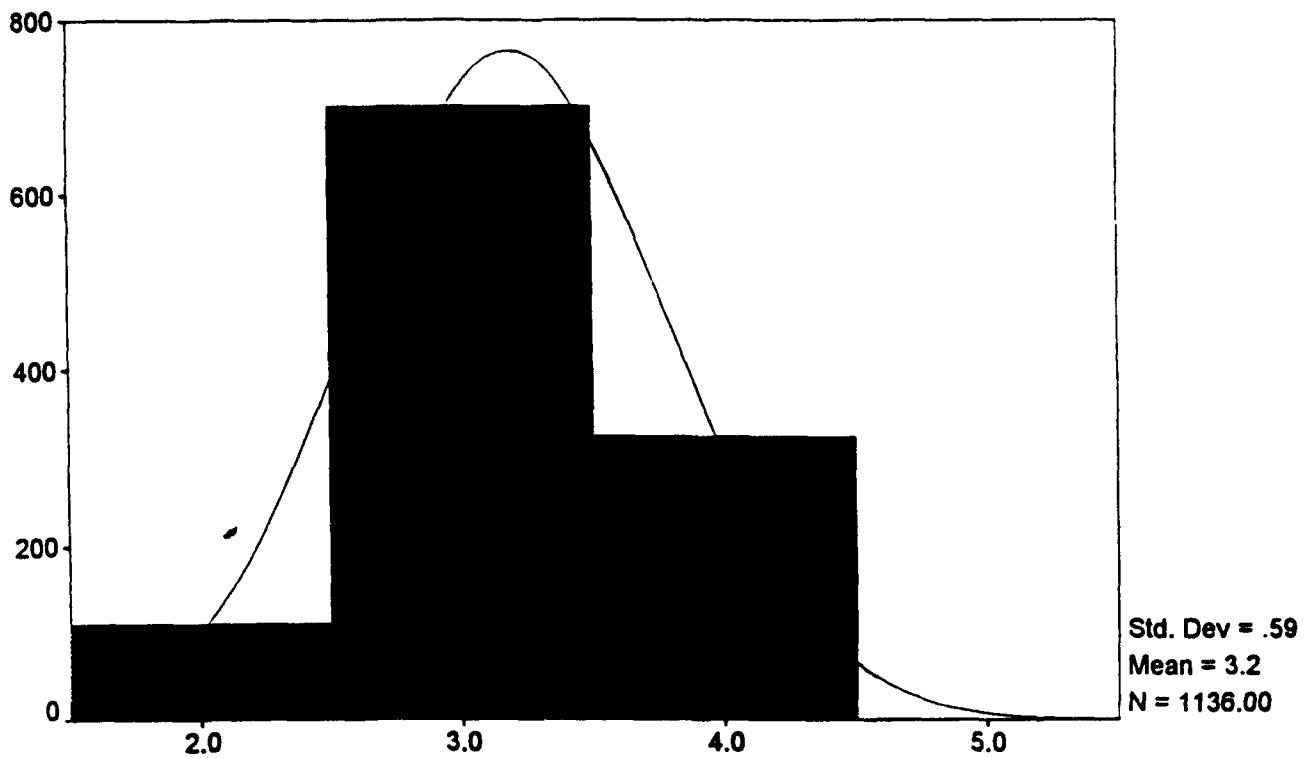
P.O. Box 80133  
Billings, MT 59108-0133  
406-652-7509

Prepared by:  
David P. Langford

UPDATED: 29-Dec-93

		Learning Experiences								TOTAL	Stand-up Exercise	Operational Definition	Force Field Analysis	Purpose & Vision	F - Test	Competency Matrix	Affinity	NUMBER OF PROJECTS
OUTCOMES	COMPETENCIES	COMPETENCY BREAKDOWN		45														
UNDERSTANDING QUALITY IMPROVEMENT	PARADIGMS	CHARACTERISTICS	1															0
		DEFINITIONS	2															0
		EFFECTS	3															0
		EVOLUTION	4															1
		FUTURE	5															0
		GOING BACK TO ZERO	6															3
		PIONEERS	7															1
		SHIFTS	8															0
	HISTORY OF QUALITY	GLOBAL ECONOMY	9															2
		PROCESS ORIENTATION	10															4
		QUALITY VS. QUANTITY	11															3
		RESULTS ORIENTATION	12															2
	KNOWLEDGE OF PSYCHOLOGY	SHEWHART/DEMING/JURAN/ETC.	13															2
		BRAINSTORMING	14															3
		EXTRINSIC MOTIVATION	15															2
APPRECIATION FOR A SYSTEM	QUALITY IMPROVEMENT	FORCE FIELD ANALYSIS	16															1
		IMAGINEERING	17															5
		INTERACTIONS	18															3
		INTRINSIC MOTIVATION	19															4
		LEADERSHIP	20															2
		LEARNING PROCESSES	21															4
		NOMINAL GROUP TECHNIQUE	22															1
		PEOPLE DIFFERENCES	23															3
		PROACTIVE	24															3
		PURPOSE	25															1
		SHARPEN THE SAW	26															4
		SYNERGY	27															2
		TEAMS	28															1
		UNDERSTANDING	29															6
		VISION	30															0
		WIN/WIN	31															1
	SYSTEMS THINKING	ACTIVITY NETWORK DIAGRAM	32															1
		AFFINITY DIAGRAM	33															3
		BUBBLE CHART	34															6

% OF COMPETENCIES      47% 20% 31% 38% 31% 40% 27%



PERRYGRP

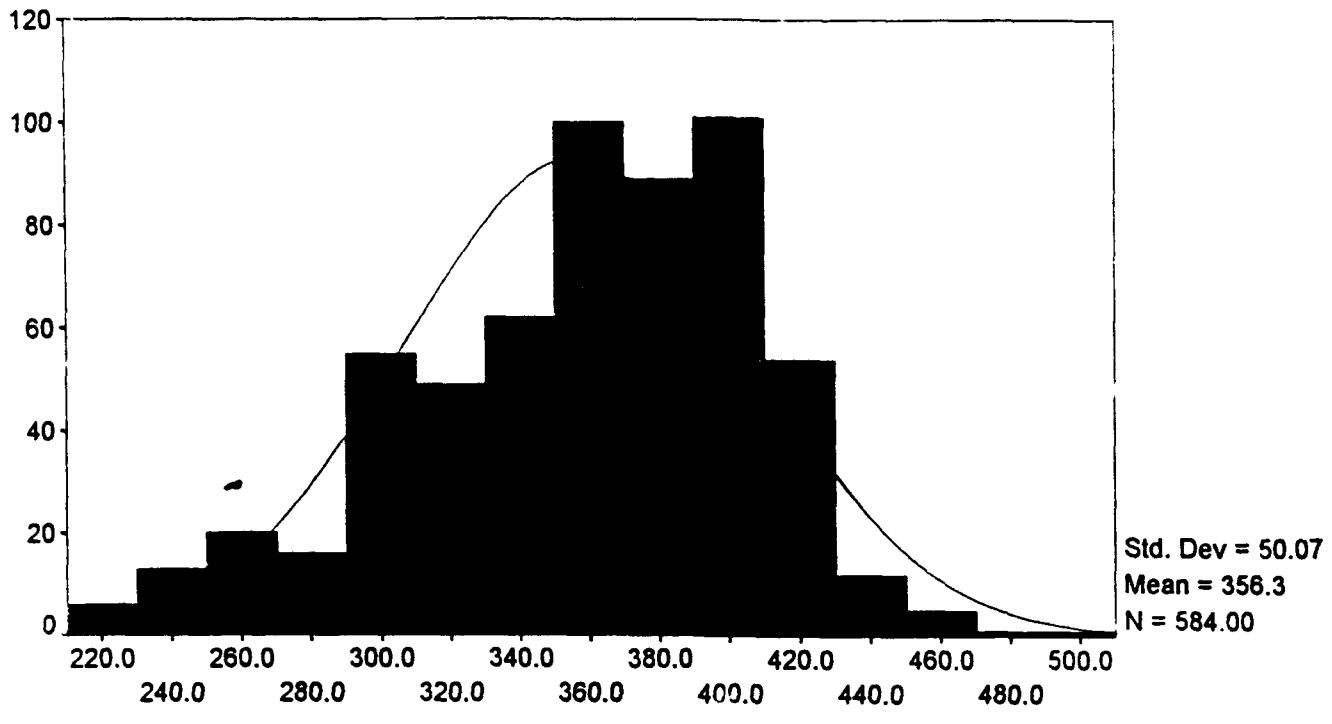
TEMPMENT: 1.00 SJ

PERRY1 Perry Level

Mean	356.318	Median	358.000	Mode	400.000
Std dev	50.070	Variance	2507.037	Range	283.000
Minimum	217.000	Maximum	500.000		

Valid cases	584	Missing cases	0
-------------	-----	---------------	---

TEMPMENT: 1.00 SJ



Perry Level

$$\frac{584}{1133} = 51.5\%$$

070 OF SAMPLE  
SIZE THAT IS  
SJ

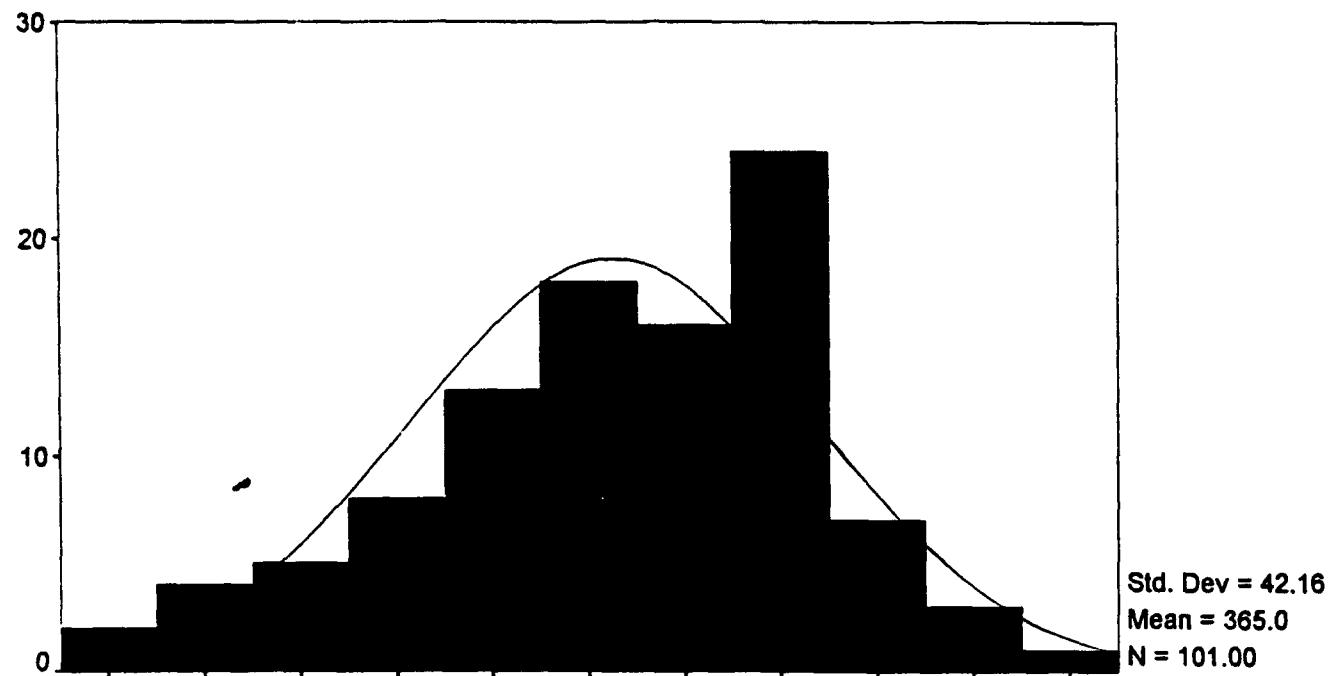
TEMPMENT: 2.00 SP

PERRY1 Perry Level

Mean	364.970	Median	373.000	Mode	400.000
Std dev	42.156	Variance	1777.109	Range	183.000
Minimum	267.000	Maximum	450.000		

Valid cases	101	Missing cases	0
-------------	-----	---------------	---

TEMPMENT: 2.00 SP



Perry Level

$$\frac{101}{1133} = 8.9\%$$

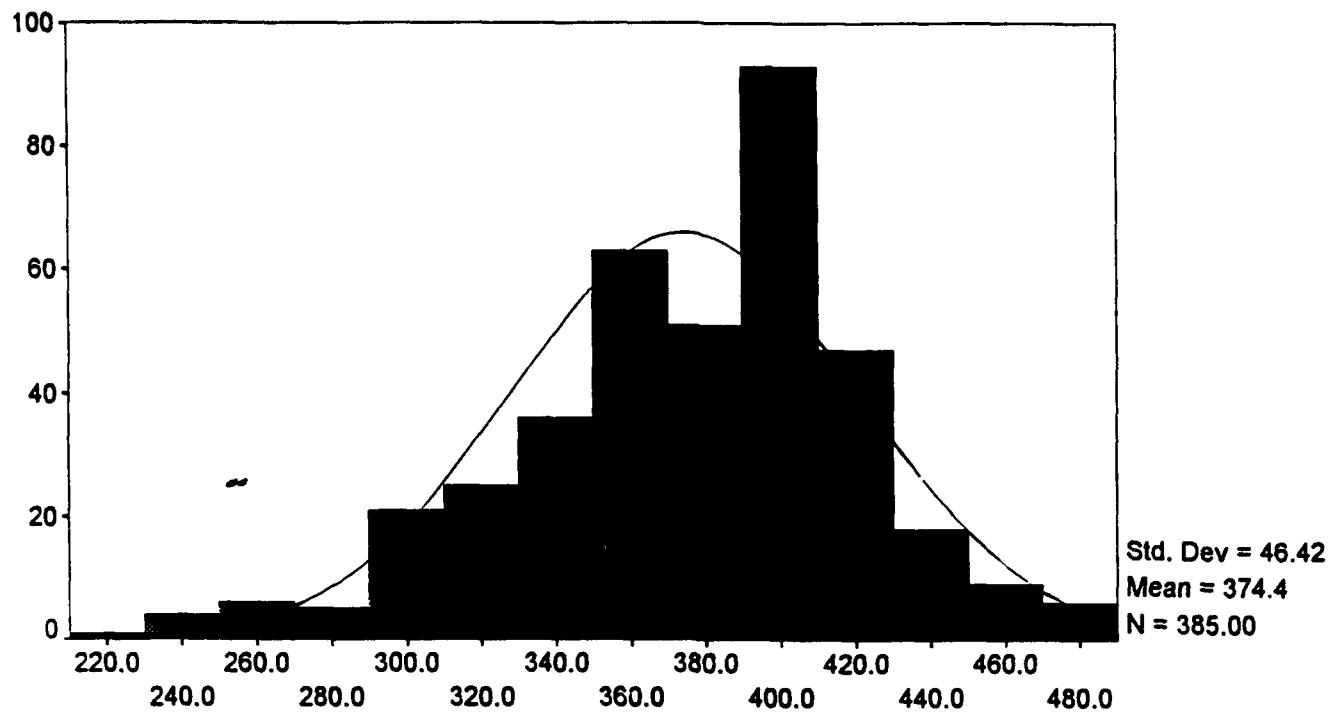
TEMPMNT: 3.00 NT

PERRY1 Perry Level

Mean	374.379	Median	382.000	Mode	400.000
Std dev	46.423	Variance	2155.116	Range	270.000
Minimum	218.000	Maximum	488.000		

Valid cases	385	Missing cases	1
-------------	-----	---------------	---

TEMPMENT: 3.00 NT



Perry Level

$$\frac{385}{1133} = 33.2\% \approx 33.0\%$$

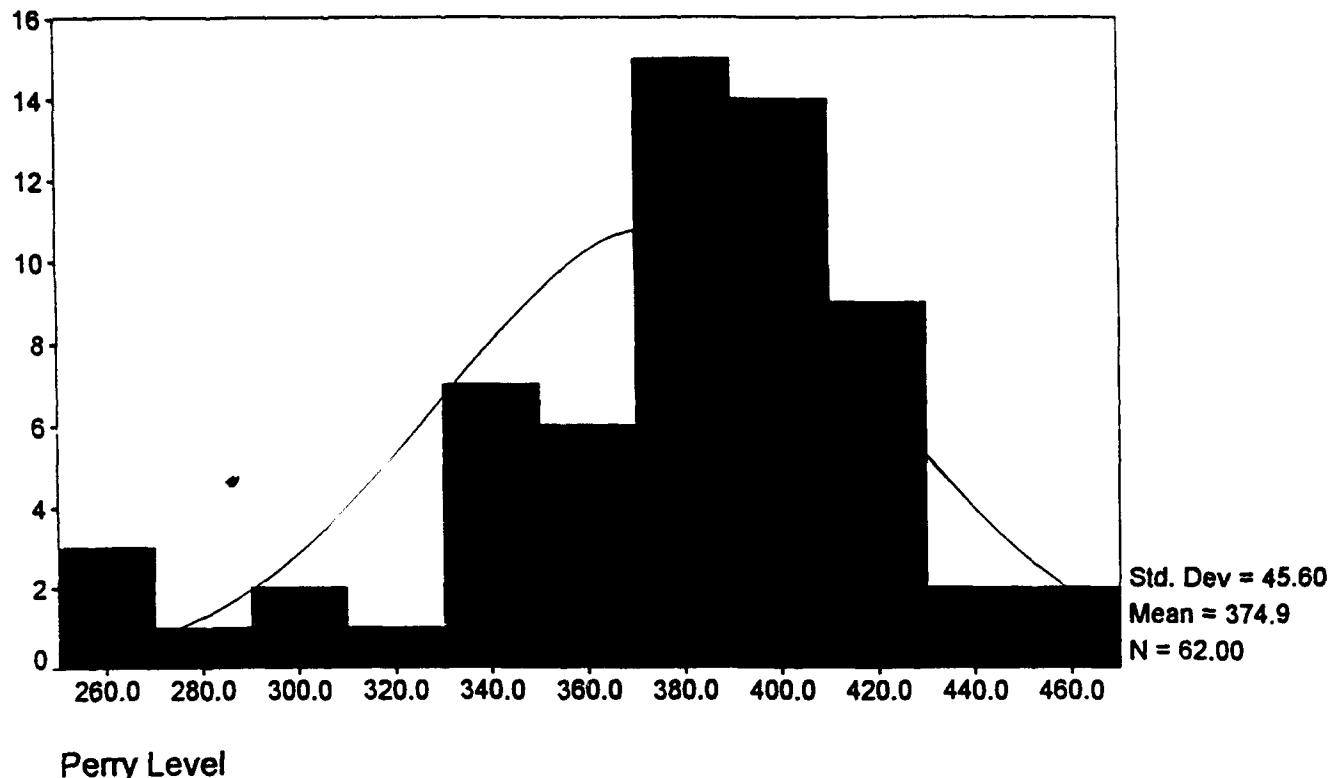
TEMPMENT: 4.00 NF

PERRY1 Perry Level

Mean	374.919	Median	380.000	Mode	400.000
Std dev	45.605	Variance	2079.813	Range	206.000
Minimum	250.000	Maximum	456.000		

Valid cases 62 Missing cases 0

TEMPMENT: 4.00 NF



Perry Level

$$\frac{62}{33} = 5.5\%$$

MBTI:

PERRY1 Perry Level

Mean	347.333	Median	342.000	Mode	317.000
Std dev	33.322	Variance	1110.333	Range	66.000
Minimum	317.000	Maximum	383.000		

\* Multiple modes exist. The smallest value is shown.

Valid cases 3 Missing cases 0

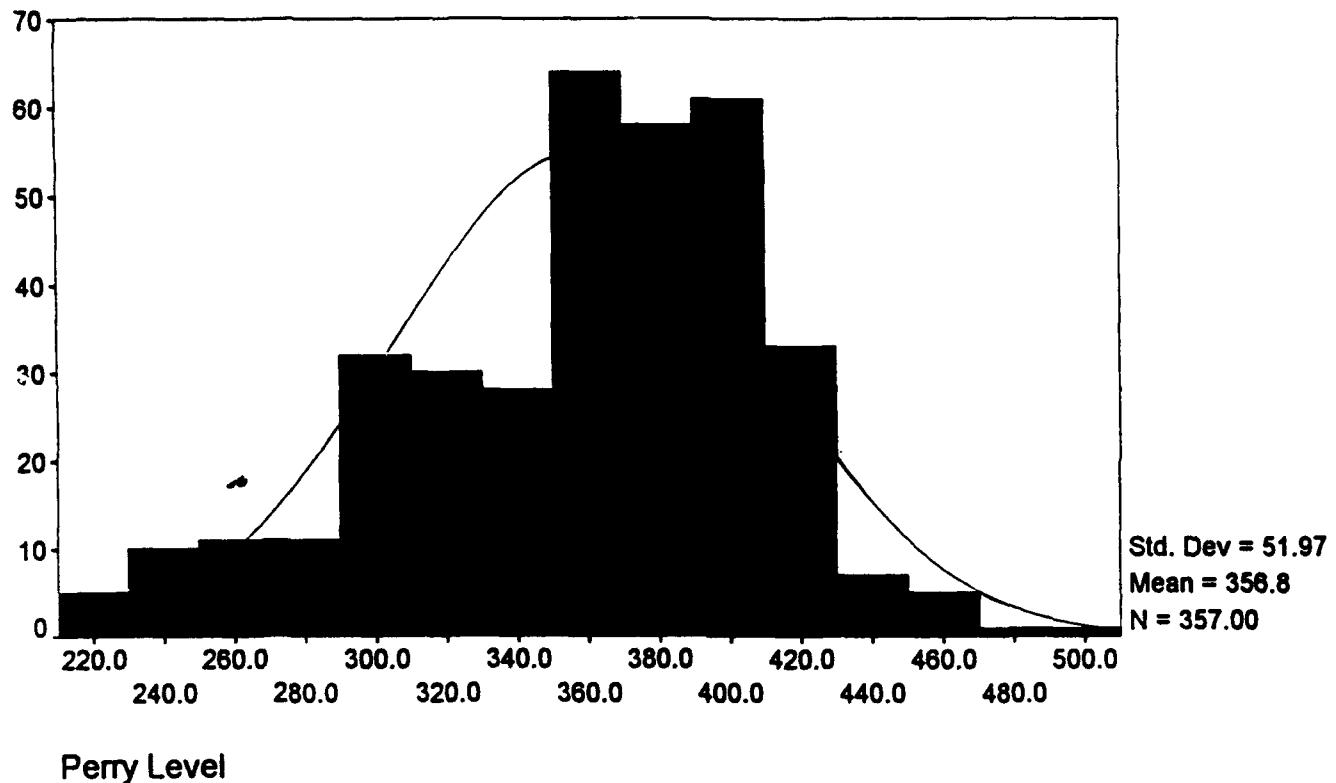
MBTI: 1 ISTJ

PERRY1 Perry Level

Mean	356.790	Median	367.000	Mode	400.000
Std dev	51.975	Variance	2701.369	Range	283.000
Minimum	217.000	Maximum	500.000		

Valid cases	357	Missing cases	0
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MBTI: 1 ISTJ



31.5%

MBTI: 2 ISFJ

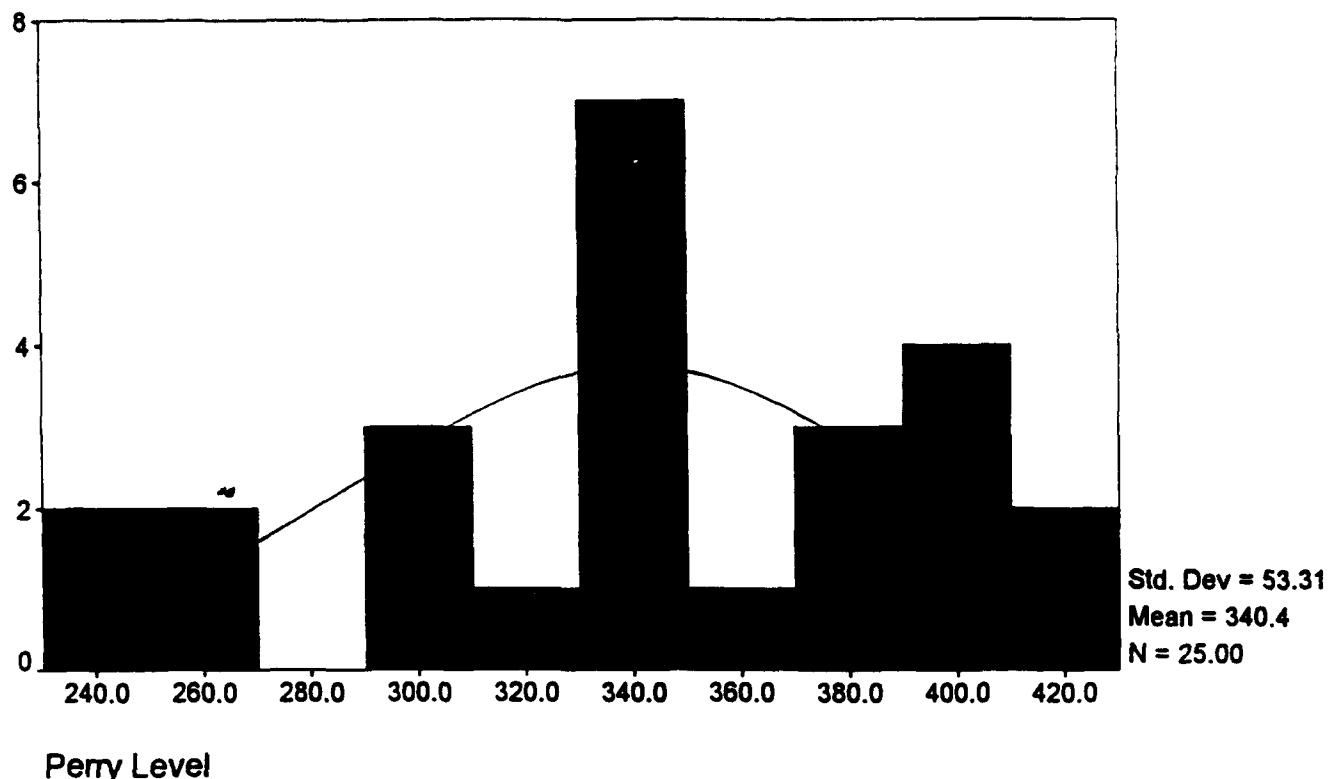
PERRY1 Perry Level

Mean	340.440	Median	340.000	Mode	330.000
Std dev	53.313	Variance	2842.257	Range	183.000
Minimum	242.000	Maximum	425.000		

\* Multiple modes exist. The smallest value is shown.

Valid cases 25 Missing cases 0

## MBTI: 2 ISFJ



2.2%

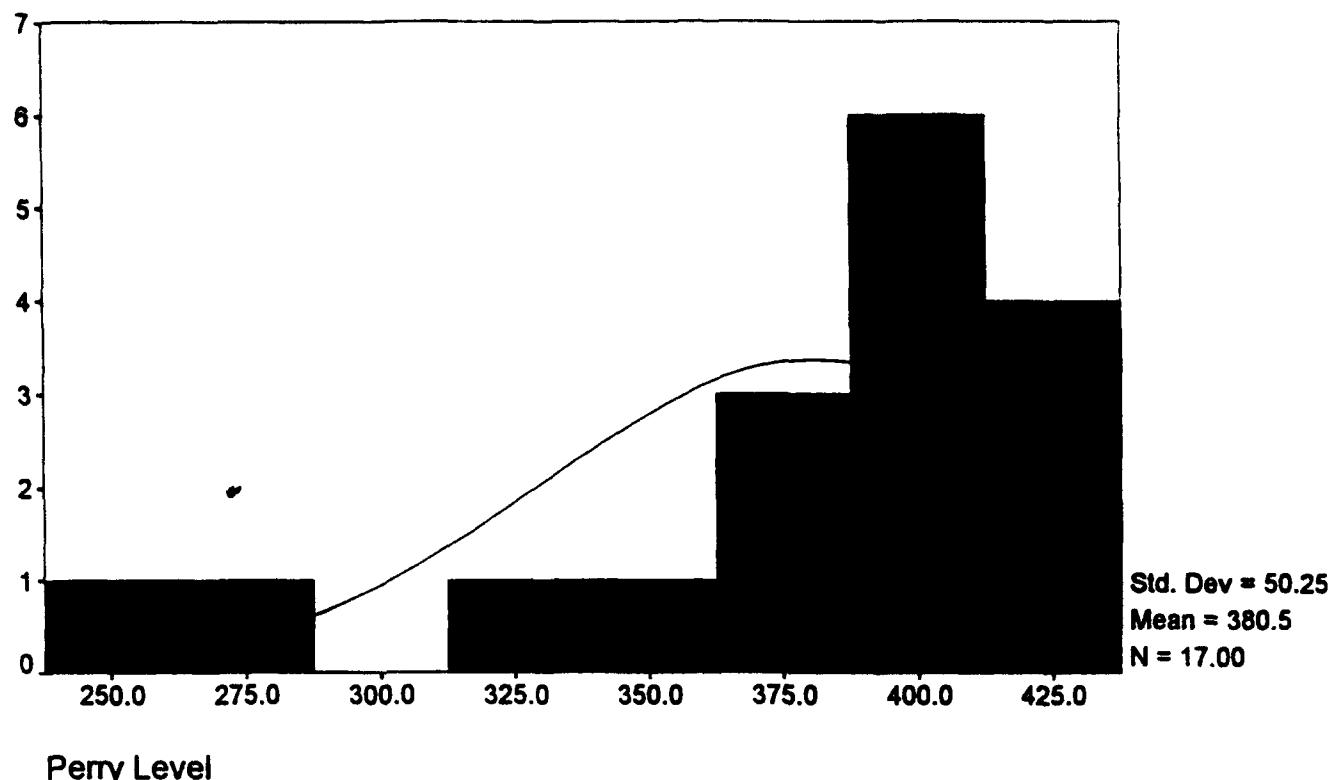
MBTI: 3 INFJ

PERRY1 Perry Level

Mean	380.471	Median	400.000	Mode	400.000
Std dev	50.247	Variance	2524.765	Range	175.000
Minimum	258.000	Maximum	433.000		

Valid cases	17	Missing cases	0
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## MBTI: 3 INFJ



Perry Level

1.5 %

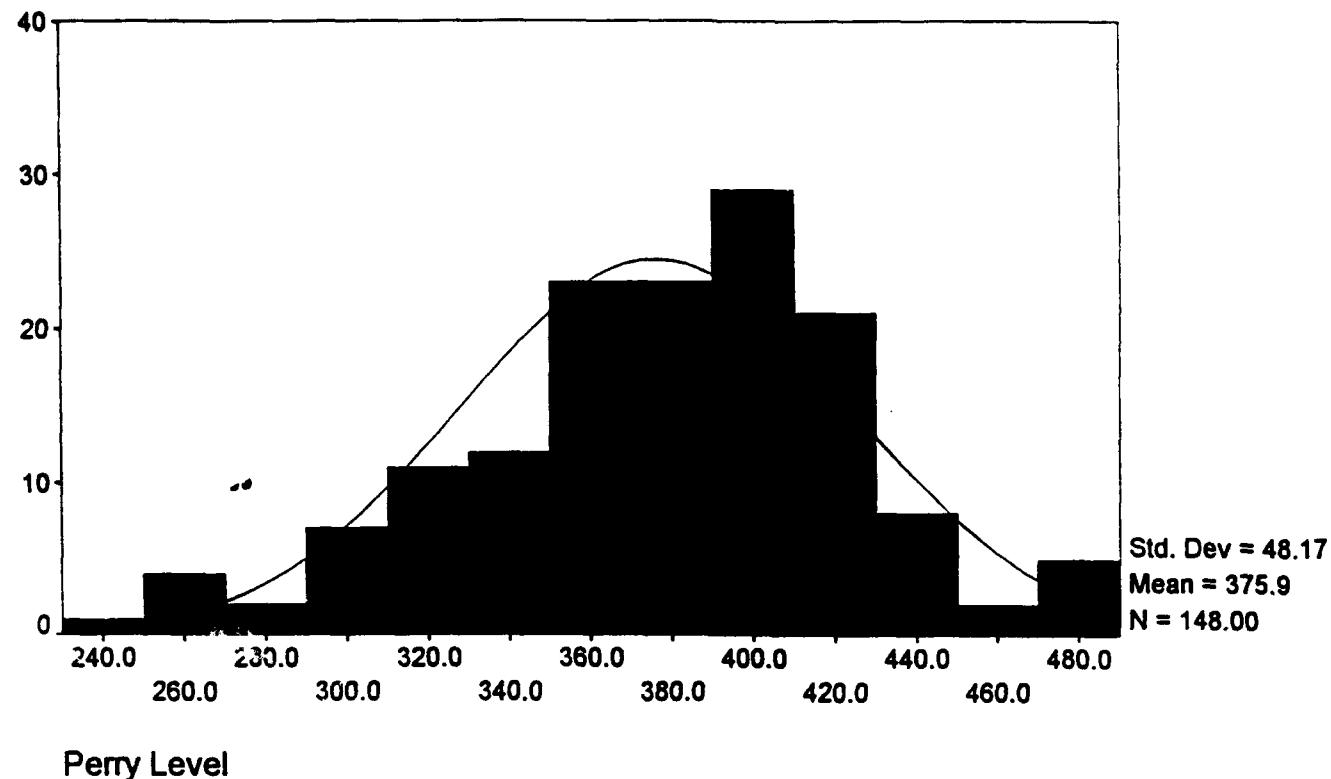
MBTI: 4 INTJ

PERRY1 Perry Level

Mean	375.865	Median	378.000	Mode	400.000
Std dev	48.172	Variance	2320.512	Range	243.000
Minimum	240.000	Maximum	483.000		

Valid cases	148	Missing cases	0
-------------	-----	---------------	---

# MBTI: 4 INTJ



Perry Level

13-17.0

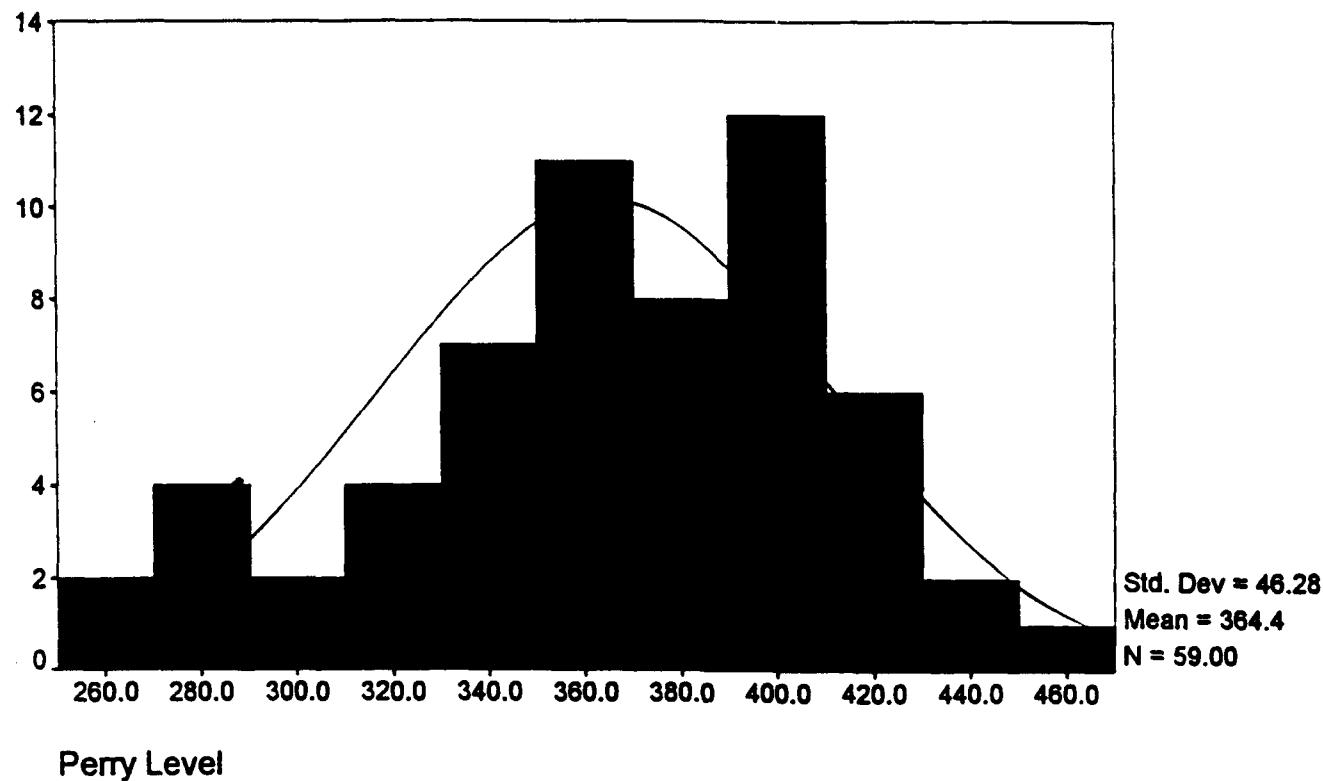
MBTI: 5 ISTP

PERRY1 Perry Level

Mean	364.390	Median	367.000	Mode	367.000
Std dev	46.285	Variance	2142.276	Range	183.000
Minimum	267.000	Maximum	450.000		

Valid cases	59	Missing cases	0
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# MBTI: 5 ISTP



Perry Level

5.2%

MBTI: 6 ISFP

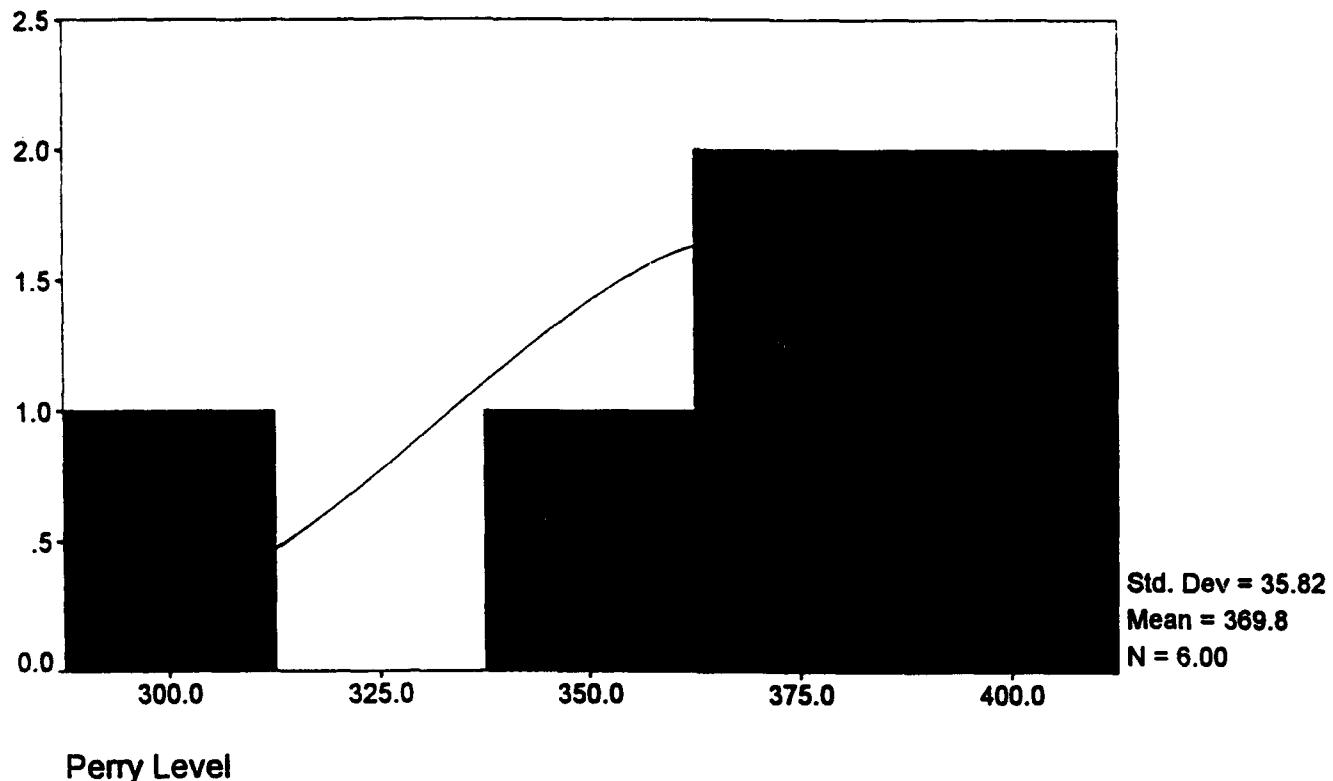
PERRY1 Perry Level

Mean	369.833	Median	375.500	Mode	310.000
Std dev	35.824	Variance	1283.367	Range	98.000
Minimum	310.000	Maximum	408.000		

\* Multiple modes exist. The smallest value is shown.

Valid cases 6 Missing cases 0

## MBTI: 6 ISFP



.5%

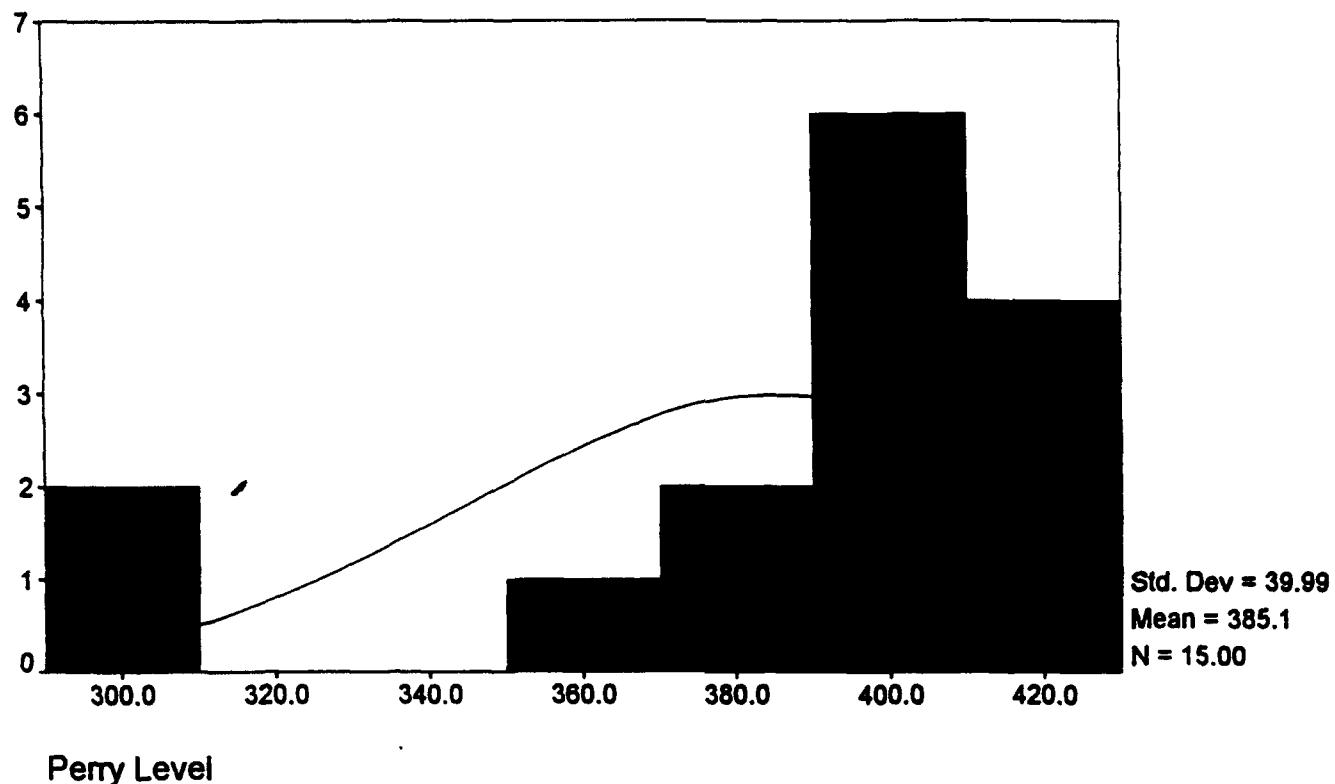
MBTI: 7 INFP

PERRY1 Perry Level

Mean	385.133	Median	391.000	Mode	400.000
Std dev	39.987	Variance	1598.981	Range	133.000
Minimum	292.000	Maximum	425.000		

Valid cases	15	Missing cases	0
-------------	----	---------------	---

MBTI: 7 INFP



Perry Level

1.3%  
✓

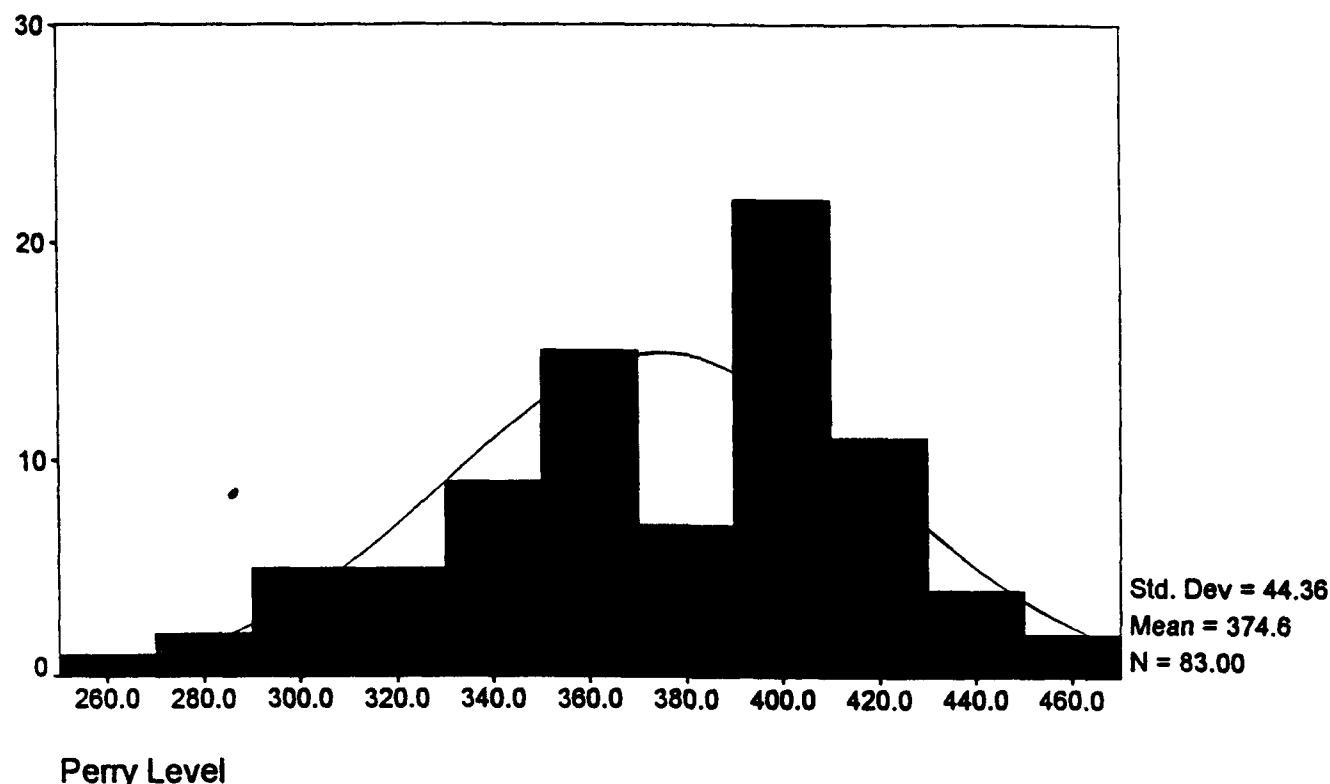
MBTI: 8 INTP

PERRY1 Perry Level

Mean	374.602	Median	383.000	Mode	400.000
Std dev	44.362	Variance	1967.974	Range	190.000
Minimum	260.000	Maximum	450.000		

Valid cases	83	Missing cases	0
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MBTI: 8 INTP



7.3%

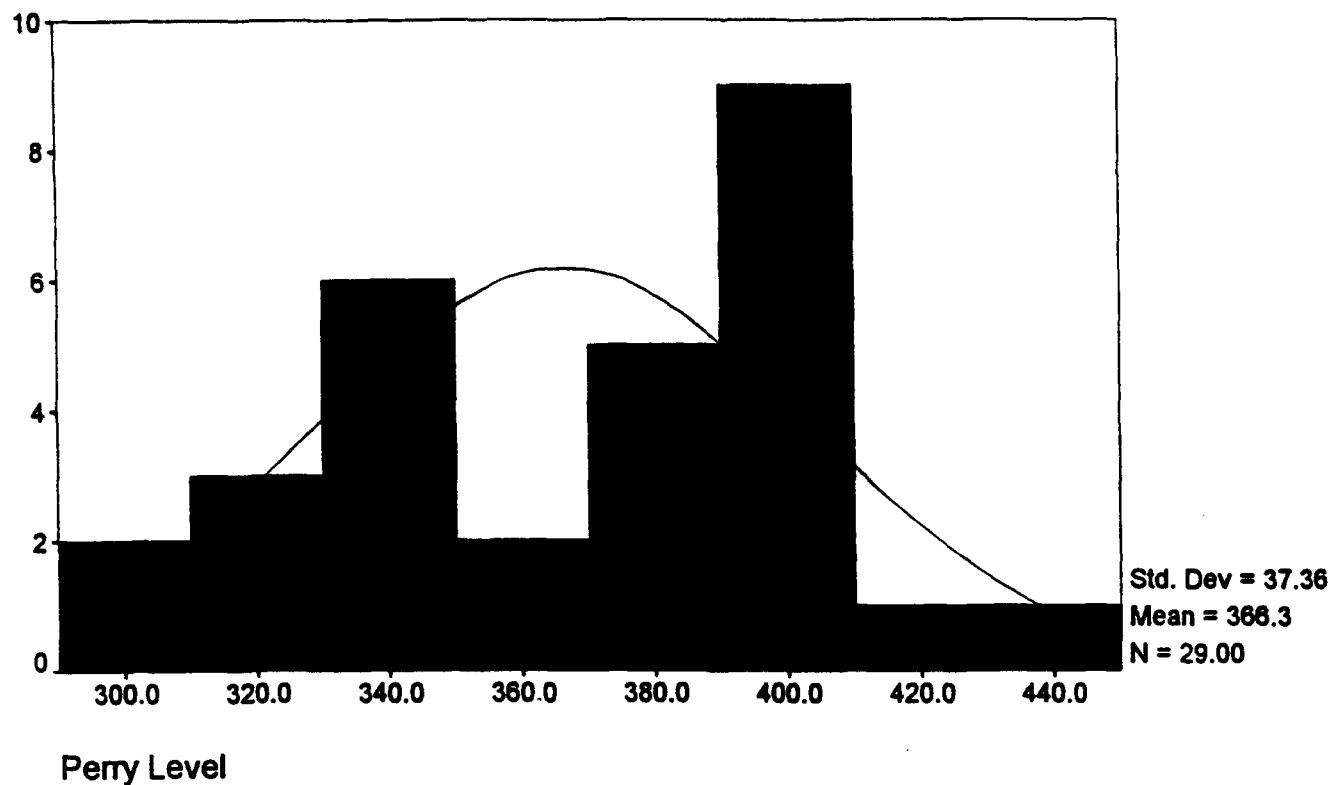
MBTI: 9 ESTP

PERRY1 Perry Level

Mean	366.310	Median	375.000	Mode	400.000
Std dev	37.361	Variance	1395.865	Range	142.000
Minimum	291.000	Maximum	433.000		

Valid cases	29	Missing cases	0
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MBTI: 9 ESTP



Perry Level

2.6%

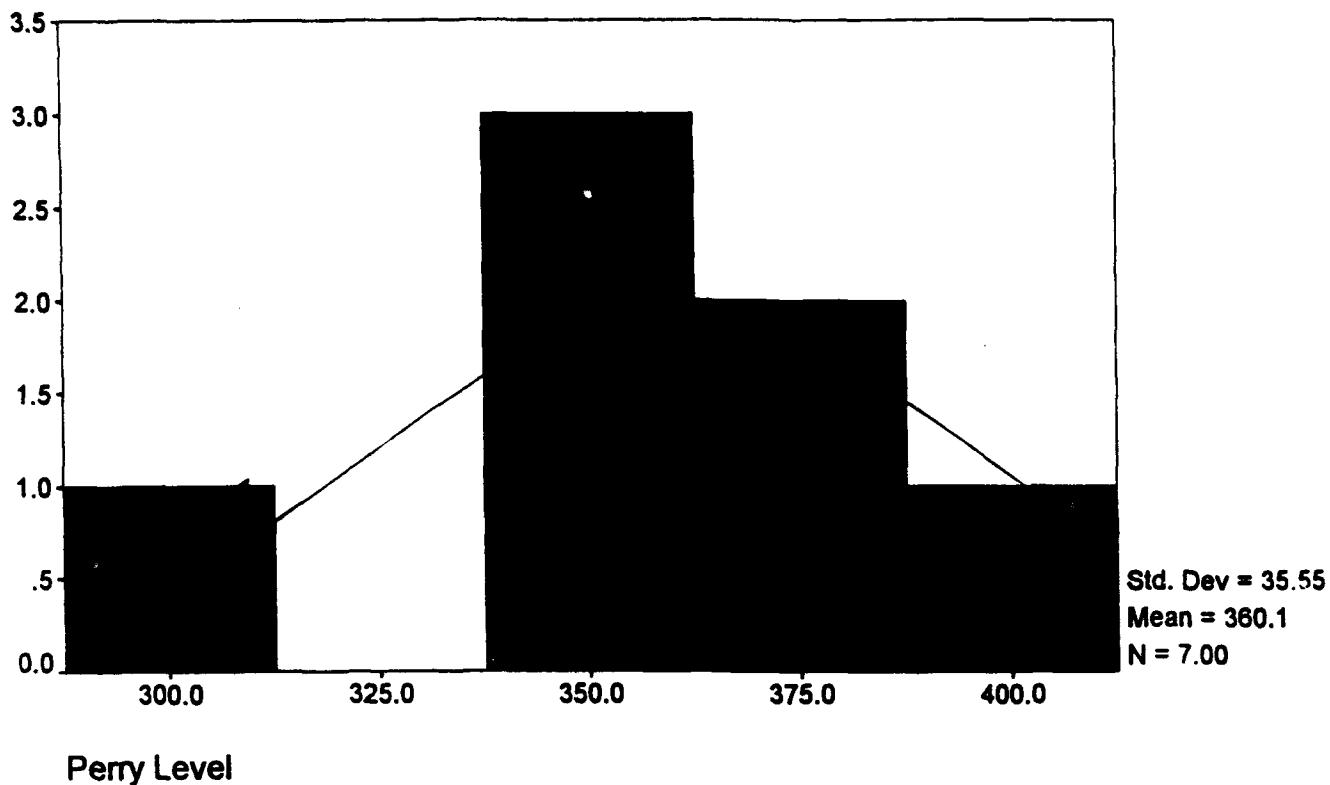
MBTI: 10 ESFP

PERRY1 Perry Level

Mean	360.143	Median	360.000	Mode	360.000
Std dev	35.545	Variance	1263.476	Range	117.000
Minimum	291.000	Maximum	408.000		

Valid cases	7	Missing cases	0
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**MBTI: 10 ESFP**



, 6 70

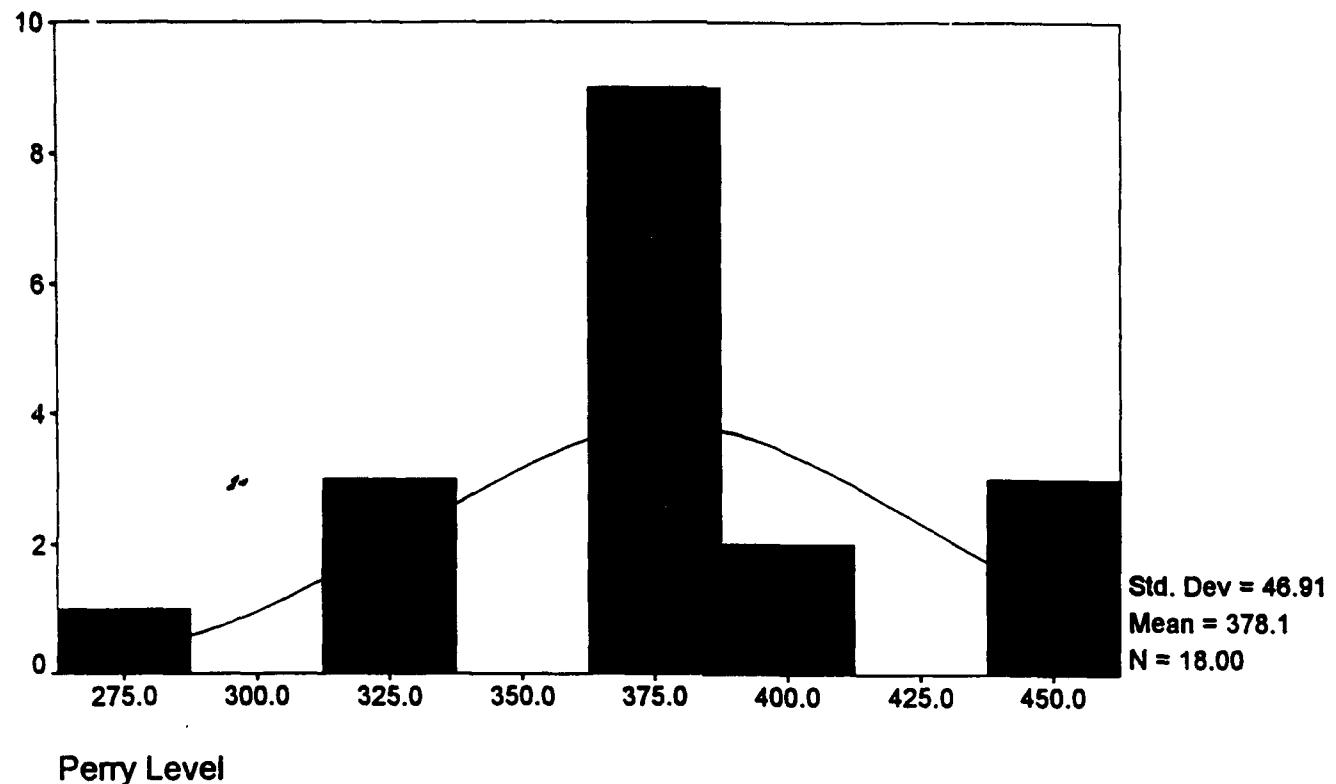
MBTI: 11 ENFP

PERRY1 Perry Level

Mean	378.111	Median	375.000	Mode	375.000
Std dev	46.914	Variance	2200.928	Range	189.000
Minimum	267.000	Maximum	456.000		

Valid cases	18	Missing cases	0
-------------	----	---------------	---

# MBTI: 11 ENFP



1.5%

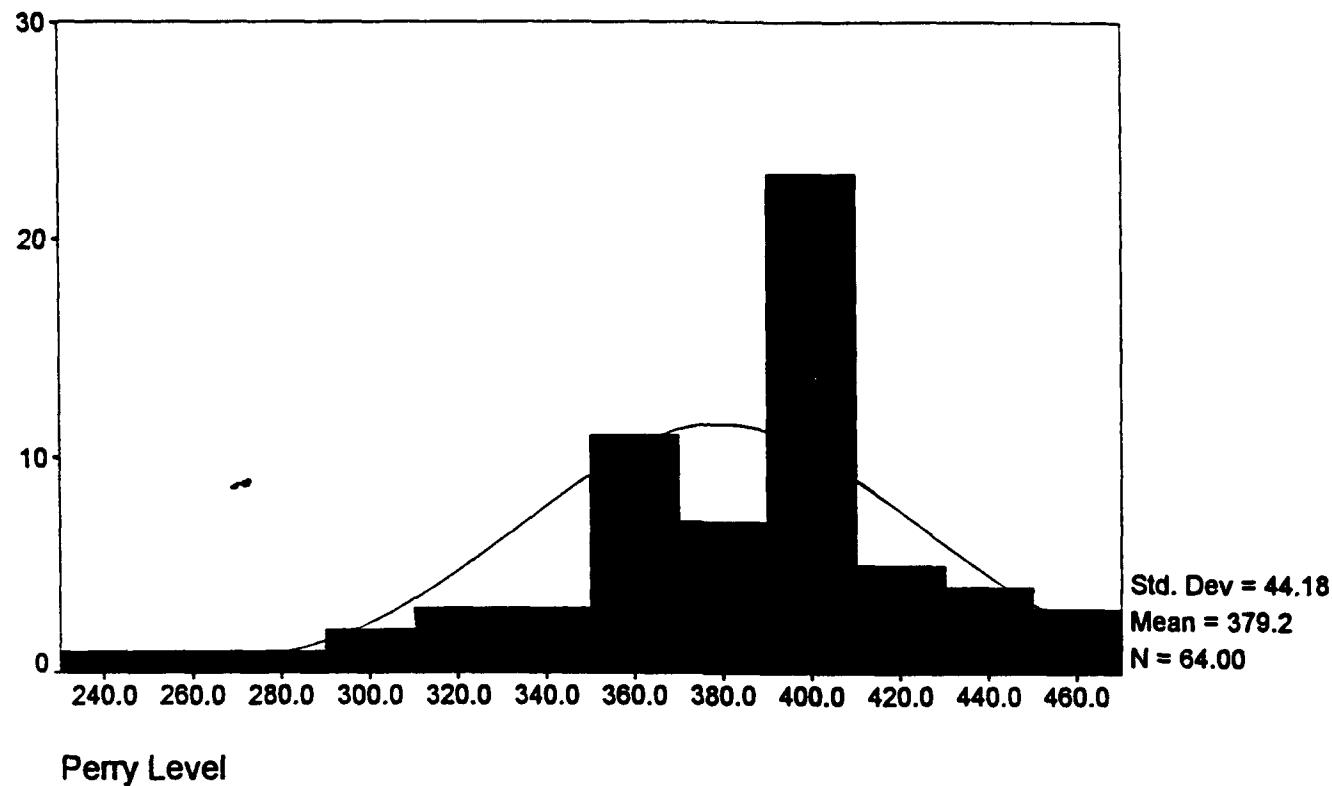
MBTI: 12 ENTP

PERRY1 Perry Level

Mean	379.234	Median	390.500	Mode	400.000
Std dev	44.182	Variance	1952.055	Range	216.000
Minimum	242.000	Maximum	458.000		

Valid cases	64	Missing cases	1
-------------	----	---------------	---

MBTI: 12 ENTP



5.6 070

MBTI: 13 ESTJ

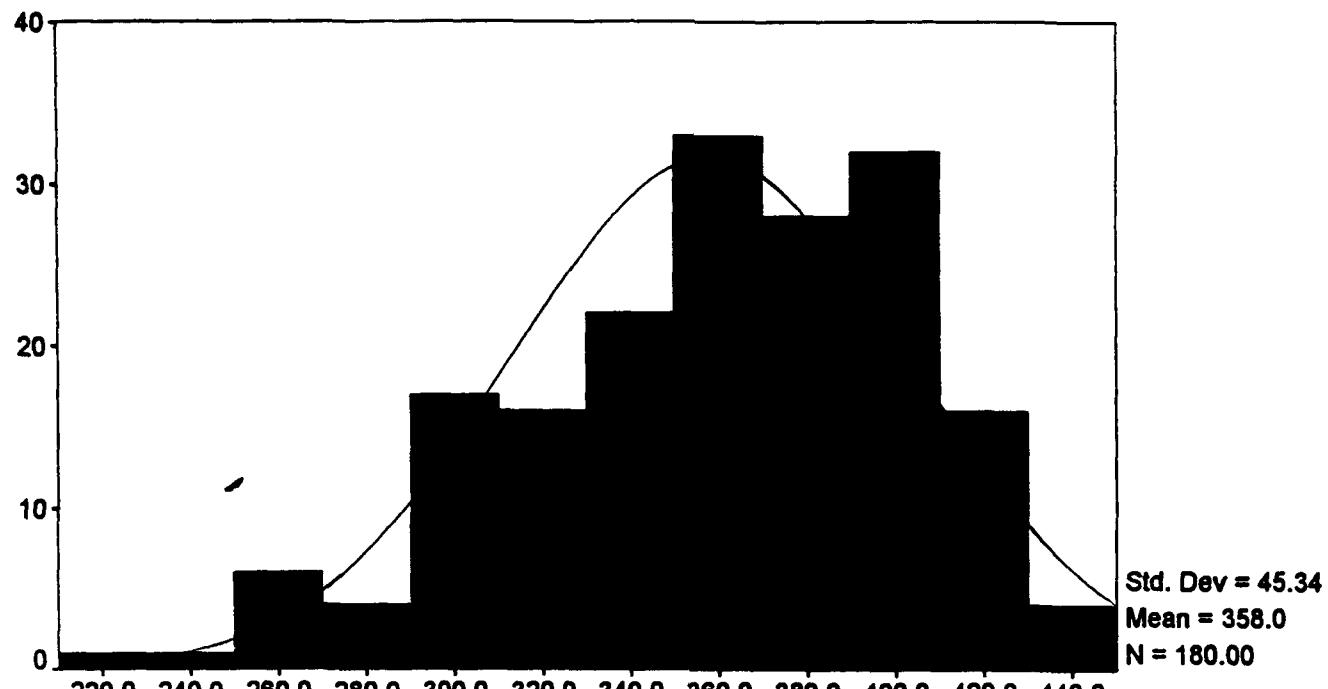
PERRY1 Perry Level

Mean	358.000	Median	358.000	Mode	350.000
Std dev	45.344	Variance	2056.045	Range	219.000
Minimum	225.000	Maximum	444.000		

\* Multiple modes exist. The smallest value is shown.

Valid cases 180 Missing cases 0

MBTI: 13 ESTJ



Perry Level

15.9%

MBTI: 14 ESFJ

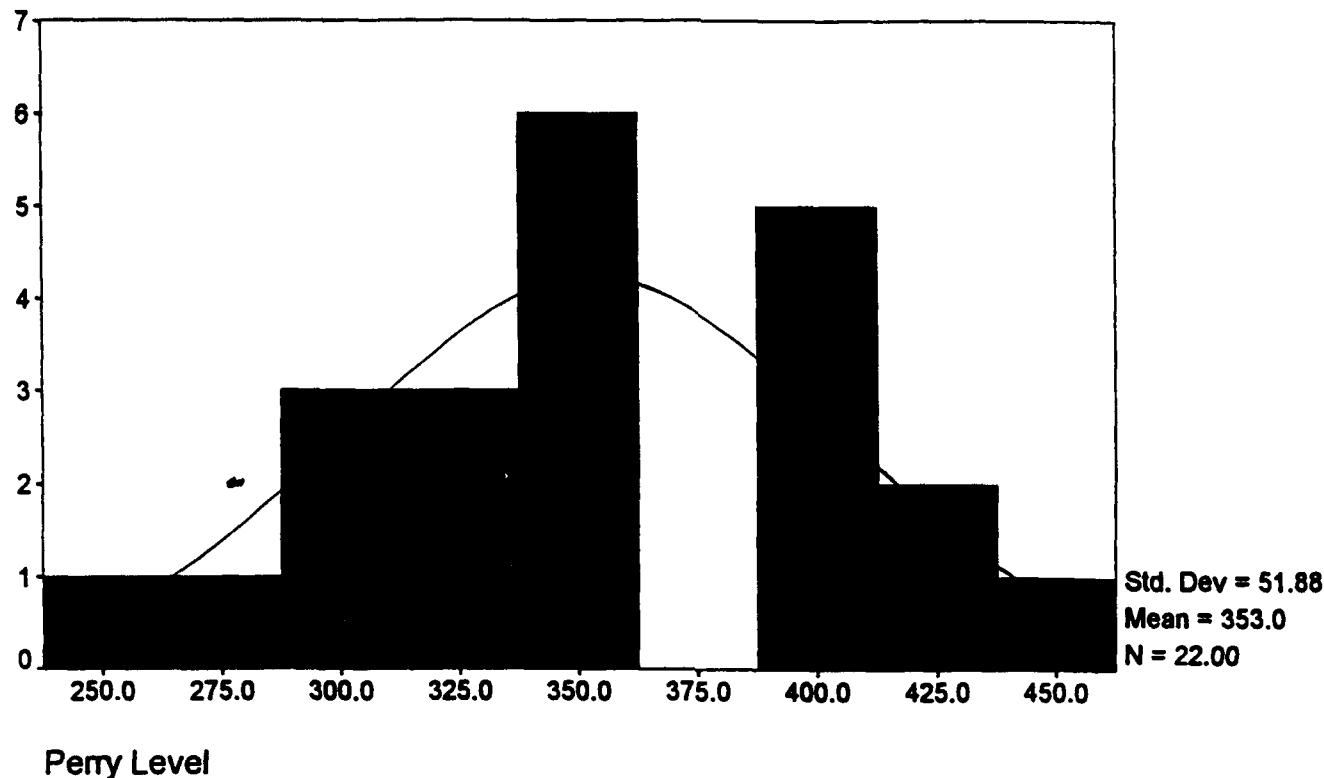
PERRY1 Perry Level

Mean	352.955	Median	342.000	Mode	342.000
Std dev	51.883	Variance	2691.855	Range	189.000
Minimum	255.000	Maximum	444.000		

\* Multiple modes exist. The smallest value is shown.

Valid cases 22 Missing cases 0

MBTI: 14 ESFJ



Perry Level

1.9%

MBTI: 15 ENFJ

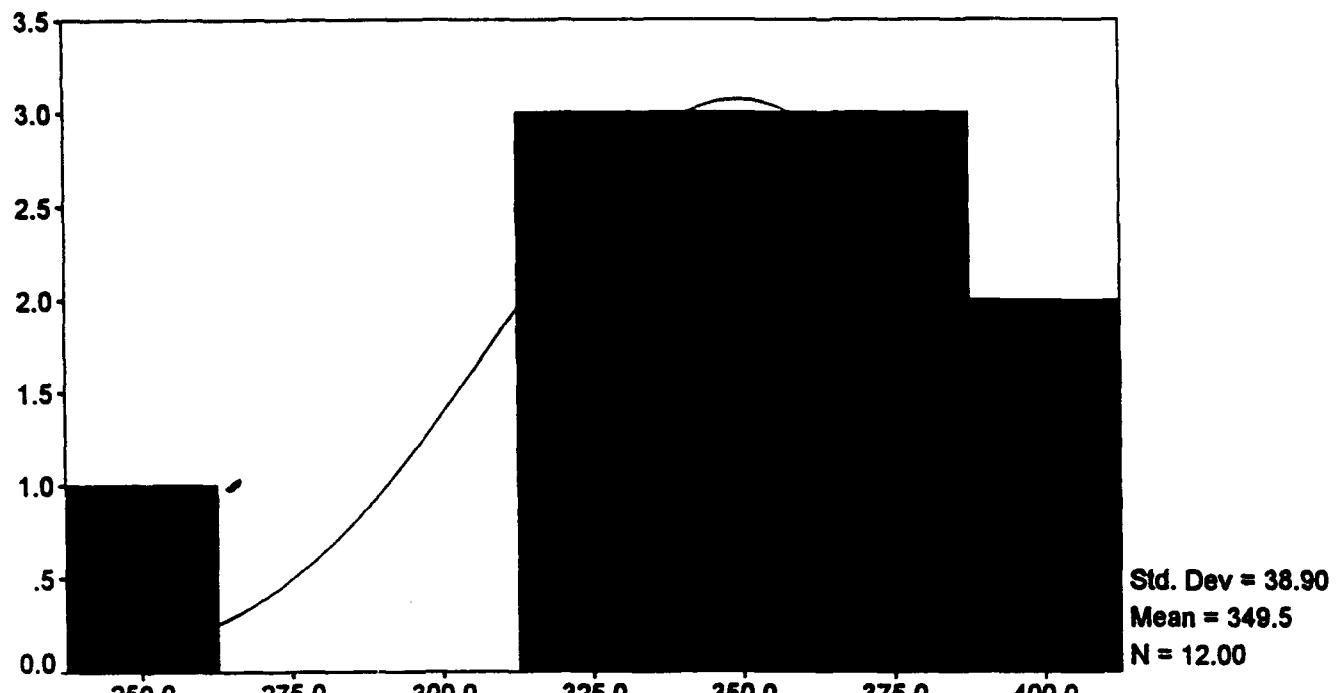
PERRY1 Perry Level

Mean	349.500	Median	350.000	Mode	333.000
Std dev	38.900	Variance	1513.182	Range	150.000
Minimum	250.000	Maximum	400.000		

\* Multiple modes exist. The smallest value is shown.

Valid cases 12 Missing cases 0

•  
•  
•  
MBTI: 15 ENFJ



Perry Level

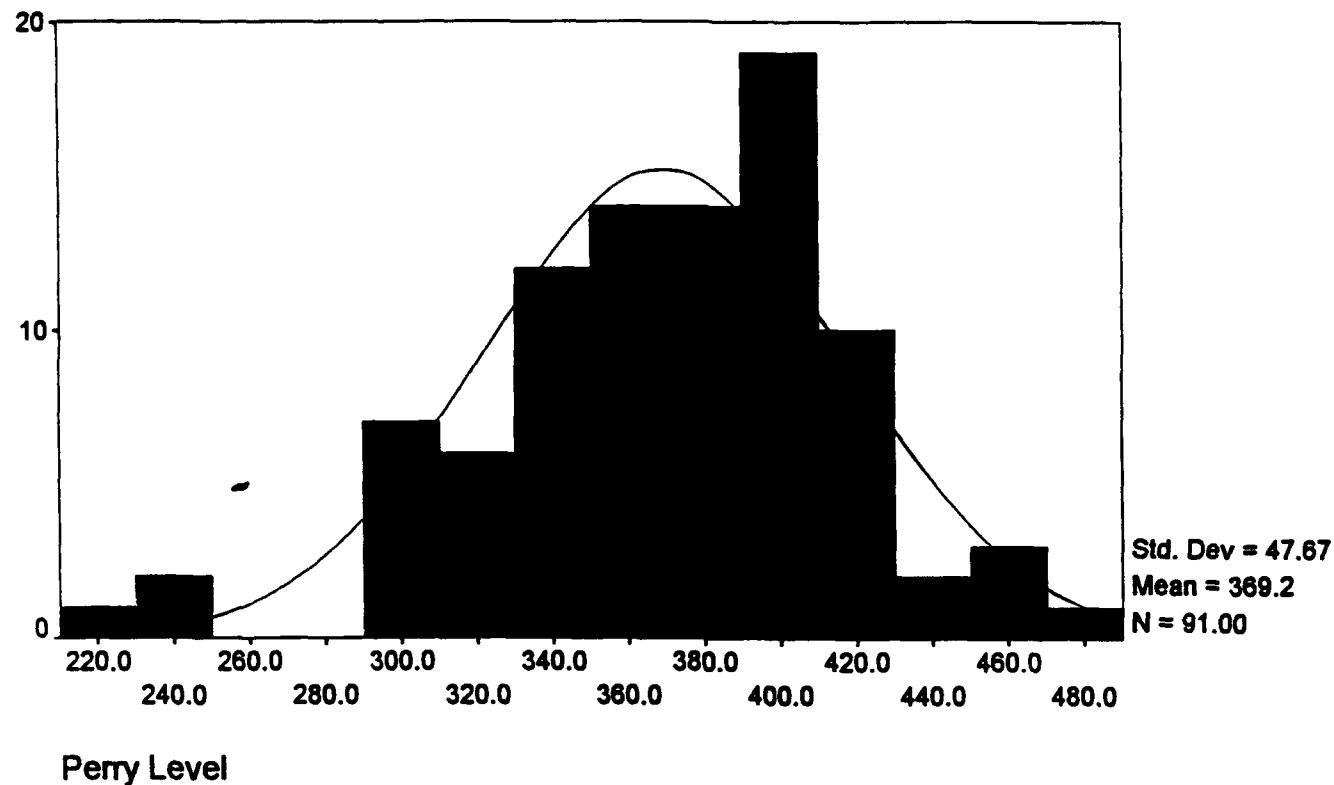
1.1%

MBTI: 16 ENTJ

PERRY1 Perry Level

	458	1	1.1	1.1	98.9
	488	1	1.1	1.1	100.0
	Total	91	100.0	100.0	
Mean	369.242	Median	375.000	Mode	400.000
Std dev	47.670	Variance	2272.408	Range	270.000
Minimum	218.000	Maximum	488.000		
Valid cases	91	Missing cases	0		

MBTI: 16 ENTJ



Perry Level

80 %

# PMCOA GROUP REPORT

## TRAINING NEEDS ANALYSIS

- COACH & DEVELOP OTHERS
- SPEAK EFFECTIVELY
- LISTEN TO OTHERS
- DELEGATE OWN WORK TO OTHERS
- CREATE POSITIVE ENVIRONMENT
- LET PEOPLE KNOW WHEN RESULTS ARE NOT UP TO EXPECTATIONS
- TAKE PEOPLE'S FEELINGS INTO ACCOUNT
- CLARIFY WHAT PEOPLE SAY TO ENSURE UNDERSTANDING

16

# PMC■■■ GROUP REPORT

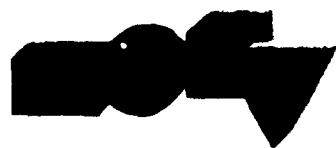
TRAINING NEEDS ANALYSIS CONT.

---

- SEEK OUT NEW WORK CHALLENGES
- ENCOURAGE ETHICAL DISCUSSIONS
- DEAL CONSTRUCTIVELY WITH OWN FAILURES
- DEVELOP EFFECTIVE WORKING RELATIONSHIPS WITH DIRECT REPORTS
- SEEK FEEDBACK TO ENHANCE PERFORMANCE



Developmental Feedback for Managers



Group Report  
Strengths & Development Needs

PMC [REDACTED]

[REDACTED]

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### INTRODUCTION

#### INTRODUCTION

The PROFILOR Group Report of Strengths and Development Needs provides information about strengths and potential training needs in your group and/or company based on information from managers and their respondents who completed PROFILOR questionnaires.

Managers who participated in the PROFILOR feedback process were rated by their bosses, direct reports, and peers on specific managerial behaviors. Each participant received a PROFILOR Feedback Report which compared ratings by self and others, highlighted individual strengths and development needs, and provided specific development suggestions.

The PROFILOR Group Report summarizes information from the individual Feedback Reports and contains the following sections:

#### OVERVIEWS

- Group Report Importance Summary
- Group Report Skills Overview

#### PERSPECTIVE SUMMARIES

- Group Report Perspective Comparisons
- Highest Rated Skills by Perspective
- Lowest Rated Skills by Perspective
- Highest Rated Questions by Perspective
- Lowest Rated Questions by Perspective

#### DEVELOPMENT PLANNING

#### HIGHLIGHTS

- Group Report Focus for Development
  - Building on Key Strengths
  - Addressing Development Needs
- Group Report Training Needs Analysis
  - Norm Comparisons for Skills
  - Norm Comparisons for Specific Question Results

The PROFILOR Group Report is based on data from a particular group of managers, but does not provide any information about particular individuals.

#### Overviews

**GROUP REPORT IMPORTANCE SUMMARY**  
This section compares how managers and their bosses view the importance of particular skills. The average importance rating by managers is displayed by the filled circle (●) and the average rating by their bosses is displayed by the square (□).

These ratings show which skill areas are most critical to the particular positions (jobs, levels, or job families) profiled in this report. Skills that are rated "higher" in importance by both managers and bosses are clearly important across all positions.

Ratings were based on the relative importance of each skill to the current positions held by the managers. You can compare the ratings of bosses with the managers' own ratings to look for similarities and differences in perceptions of importance.

Discrepancies may represent differences in expectations about what is needed in the job, or may signal changing expectations that have not been fully communicated. Major discrepancies (e.g., bosses rating the importance of a particular skill much higher than managers did) should be investigated.

The usefulness of group importance ratings will depend on the similarity of the jobs being rated. A senior vice president of marketing will probably need to emphasize different skills than a manager of technical services. If the jobs in your group are quite dissimilar, you will want to analyze this data carefully before drawing any conclusions. If this section is not included in your report,



## Developmental Feedback for Managers

### INTRODUCTION

your organization has indicated that the jobs covered by this report are too dissimilar for the importance summary to be useful.

**GROUP REPORT SKILLS OVERVIEW**  
This section compares how managers and their respondents view the extent to which the skills are used or demonstrated by managers in the group. The managers' average self ratings are shown by the filled circle (●) and the average ratings made by their respondents are shown by the square (□). The square represents the "average of averages" across ratings by the group's bosses, direct reports, and peers.

Individual managers in the group were probably rated much higher and much lower than the group average on particular skills. However, the average skill ratings provide important information about which skills are used to a "great" or "very great" extent already. These skills may be regarded as strengths for the group. Likewise, lower-rated skills represent development needs in the group—especially if these skills were rated as critical.

#### Perspective Summaries

##### GROUP REPORT PERSPECTIVE COMPARISONS

This section displays the average skill ratings from the different respondent perspectives (self, boss, direct reports, and peers). For example, the average self rating across all managers who completed PROFIOR questionnaires is shown on the first line of each skill area.

This information will enable you to spot trends in the ratings, such as bosses who consistently rate people higher or lower than other perspectives. If ratings from one group of respondents are consistently higher or lower than the others, you should try to determine the reason for the difference. For example, if bosses tend to give higher ratings, while direct reports give lower ratings, there may be a need for managers to pay more attention to the needs and expectations of their direct reports.

There also may be concern that bosses are not willing to be critical or do not know well enough what is going on.

##### HIGHEST AND LOWEST RATED SKILLS BY PERSPECTIVE

These sections display the three highest and three lowest rated skills from each perspective. This display is based on the highest and lowest actual ratings from each perspective. For example, the three skills with the highest ratings on the "self" line in the Group Report Perspective Comparisons section are printed in the SELF quadrant of the Highest Rated Skills by Perspective page.

These sections allow you to compare perceived strengths with lower rated skills according to each of the four perspectives. You should look for similarities and differences among the quadrants and between pages. If you find major discrepancies (e.g., a "highest rated skill" for one perspective appearing as a "lowest rated skill" for another perspective), consider investigating these further.



## Developmental Feedback for Managers

### INTRODUCTION

#### HIGHEST AND LOWEST RATED QUESTIONS BY PERSPECTIVE

These sections show the five specific questions which had the highest and lowest actual ratings for each perspective. You will again want to look for similarities and differences among the quadrants and between pages.

Similarities in the highest rated questions will indicate consistent behaviors which translate into clear behavioral strengths for the group. Similarities in the lowest rated questions may indicate a common perception of a development need or that the behaviors are not needed.

Differences may indicate that the four perspectives observe different behaviors or that they have differing expectations about the extent to which the skills should be used.

#### Development Planning Highlights

#### GROUP REPORT FOCUS FOR DEVELOPMENT

This section identifies key strengths for your group to build on and potential development needs for your group to address.

The Building On Key Strengths page shows skill areas where the group of managers was rated highest by their respondents, relative to the norm group. The group's Job Strengths, which are shown at the top of the page, are the three skills which were rated high in importance and also in skill relative to the norm group. The group's General Strengths, which appear at the bottom of the page, are the three skills which were rated

the highest relative to the norm group without considering their importance. If your Group Report does not contain an Importance Summary, the Job Strengths part will not appear.

This section also shows the two questions in each skill area where your managers received the highest average ratings relative to the norm group.

The Addressing Development Needs page shows skill areas where the group of managers was rated lowest by their respondents, relative to the norm group. The group's Job Development Needs, which are shown at the top of the page, are the three skills which were rated high in importance but low in skill relative to the norm group. The group's General Development Needs, which appear at the bottom of the page, are the three skills which were rated the lowest relative to the norm group. If your Group Report does not contain an Importance Summary, the Job Development Needs part will not appear.

This section also shows the two questions in each skill area where your managers received the lowest average ratings relative to the norm group. These lower ratings indicate that the behaviors are not performed to a particularly great extent. This may be due to a lack of knowledge or a lack of skills in the group. Or it may simply mean that the behaviors are not particularly important. You will want to determine the reason for the lower ratings before treating these as critical development needs.

## Developmental Feedback for Managers



### INTRODUCTION

#### GROUP REPORT TRAINING NEEDS ANALYSIS

This section contains detailed data that will help you analyze and understand specific management training needs in your group. It shows how your group members compare to the norms, first by skill, then according to specific questions.

The Norm Comparisons for Skills pages report the number (and percent) of managers in your group who may have development needs, are on par, and/or have strengths in particular skill areas compared to the norm group.

The Lowest 25% column reports the number and percent of managers in your group who were rated as low as managers in the bottom 25% (lowest quartile) of the norm group. If a significant part of your group shows up in this column for a particular skill, and if the skill is important to their jobs, these managers may have critical development needs in this area.

The Middle 50% column reports the number and percent of managers in your group who were rated in the same range as the middle 50% of managers in the norm group. These managers do not appear to have overwhelming strengths or serious deficiencies in the skill area.

The Highest 25% column reports the number and percent of managers in your group who were rated as high as managers in the top 25% (highest quartile) of the norm group. If few managers excel in the skill areas considered to be the most critical, this may indicate an area of need for the group's success.

The three highest and lowest skills relative to the norm group are identified with arrows (↑ for highest rated and ↓ for lowest rated). These skills will be the same ones identified as General Strengths and Development Needs in the previous section.

The Norm Comparisons for Specific Questions pages provide a detailed analysis of the group's strengths and development needs. These pages report the number (and percent) of managers in your group who may have development needs, are on par, and/or have strengths in particular behaviors compared to the norm group.

The ten highest and lowest rated questions relative to the norm group are identified with arrows (↑ for highest rated and ↓ for lowest rated). The group's average (mean) rating for each question is also shown in the column on the right.

For more information about the PROFILOR Group Report, please contact:

Product Operations  
2000 Plaza VII Tower  
45 South Seventh Street  
Minneapolis, MN 55402-1608  
612/339-0927 or 800/344-2415



### MANAGEMENT SKILL DEFINITIONS

#### THINKING FACTOR

Analyze Issues	Gathers relevant information systematically; considers a broad range of issues or factors; grasps complexities and perceives relationships among problems or issues; seeks input from others; uses accurate logic in analyses.
Use Sound Judgment	Makes timely and sound decisions; makes decisions under conditions of uncertainty.

#### ADMINISTRATIVE FACTOR

Establish Plans	Develops short- and long-range plans that are appropriately comprehensive, realistic, and effective in meeting goals; integrates planning efforts across work units.
Manage Execution	Assigns responsibilities; delegates and empowers others to do the assignments; removes obstacles; allows for and contributes needed resources; coordinates work efforts when necessary; monitors progress.

#### LEADERSHIP FACTOR

Provide Direction	Fosters the development of a common vision; provides clear direction and priorities; clarifies roles and responsibilities.
Lead Courageously	Steps forward to address difficult issues; puts self on the line to deal with important problems; stands firm when necessary.
Influence Others	Asserts own ideas and persuades others; gains support and commitment from others; mobilizes people to take action.
Foster Teamwork	Builds effective teams committed to organizational goals; fosters collaboration among team members and among teams; uses teams to address relevant issues.
Motivate Others	Encourages and empowers others to achieve; creates enthusiasm, a feeling of investment, and a desire to excel.
Coach and Develop	Accurately assesses strengths and development needs of employees; gives timely, specific feedback, and helpful coaching; provides challenging assignments and opportunities for development.
Champion Change	Challenges the status quo and champions new initiatives; acts as a catalyst of change and stimulates others to change; paves the way for needed changes; manages implementation effectively.

#### INTERPERSONAL FACTOR

Build Relationships	Relates to people in an open, friendly, accepting manner; shows sincere interest in others and their concerns; initiates and develops relationships with others as a key priority.
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## Developmental Feedback for Managers

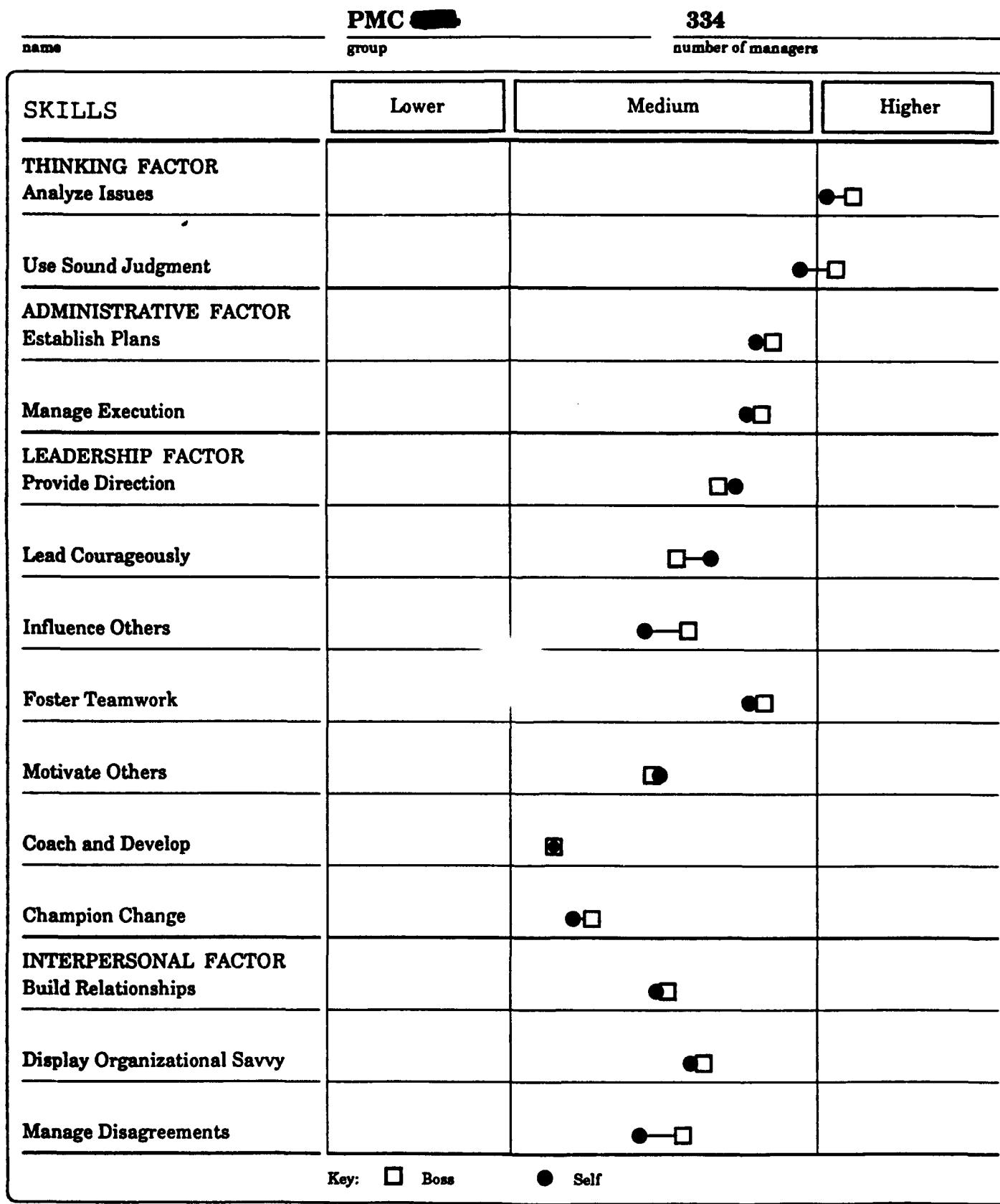
### MANAGEMENT SKILL DEFINITIONS

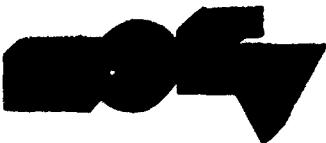
Display Organizational Savvy	Develops effective give-and-take relationships with others; understands the agendas and perspectives of others; recognizes and effectively balances the interests and needs of one's own group with those of the broader organization; knows which battles to fight.
Manage Disagreements	Brings substantive conflicts and disagreements into the open and attempts to resolve them collaboratively; builds consensus.
<b>COMMUNICATION FACTOR</b>	
Speak Effectively	Speaks clearly and expresses self well in groups and in one-to-one conversations.
Foster Open Communication	Creates an atmosphere in which timely and high quality information flows smoothly between self and others; encourages the open expression of ideas and opinions.
Listen to Others	Demonstrates attention to and conveys understanding of the comments and questions of others; listens well in a group.
<b>MOTIVATION FACTOR</b>	
Drive for Results	Drives for results and success; conveys a sense of urgency and drives issues to closure; persists despite obstacles and opposition.
Show Work Commitment	Sets high standards of performance; pursues aggressive goals and works hard to achieve them.
<b>SELF-MANAGEMENT FACTOR</b>	
Act with Integrity	Demonstrates principled leadership and sound business ethics; shows consistency among principles, values, and behavior; builds trust with others through own authenticity and follow-through on commitments.
Demonstrate Adaptability	Handles day-to-day work challenges confidently; is willing and able to adjust to multiple demands, shifting priorities, ambiguity, and rapid change; shows resilience in the face of constraints, frustrations, or adversity; demonstrates flexibility.
Develop Oneself	Learns from experience; actively pursues learning and self-development; seeks feedback and welcomes unsolicited feedback; modifies behavior in light of feedback.
<b>ORGANIZATIONAL KNOWLEDGE FACTOR</b>	
Use Technical/Functional Expertise	Possesses up-to-date knowledge in the profession and industry; is regarded as an expert in the technical/functional area; accesses and uses other expert resources when appropriate.
Know the Business	Shows understanding of issues relevant to the broad organization and business; keeps that knowledge up to date; has and uses cross-functional knowledge.



## Developmental Feedback for Managers

### GROUP REPORT IMPORTANCE SUMMARY Relative importance of each skill to the current position





## Developmental Feedback for Managers

### GROUP REPORT IMPORTANCE SUMMARY

Relative importance of each skill to the current position

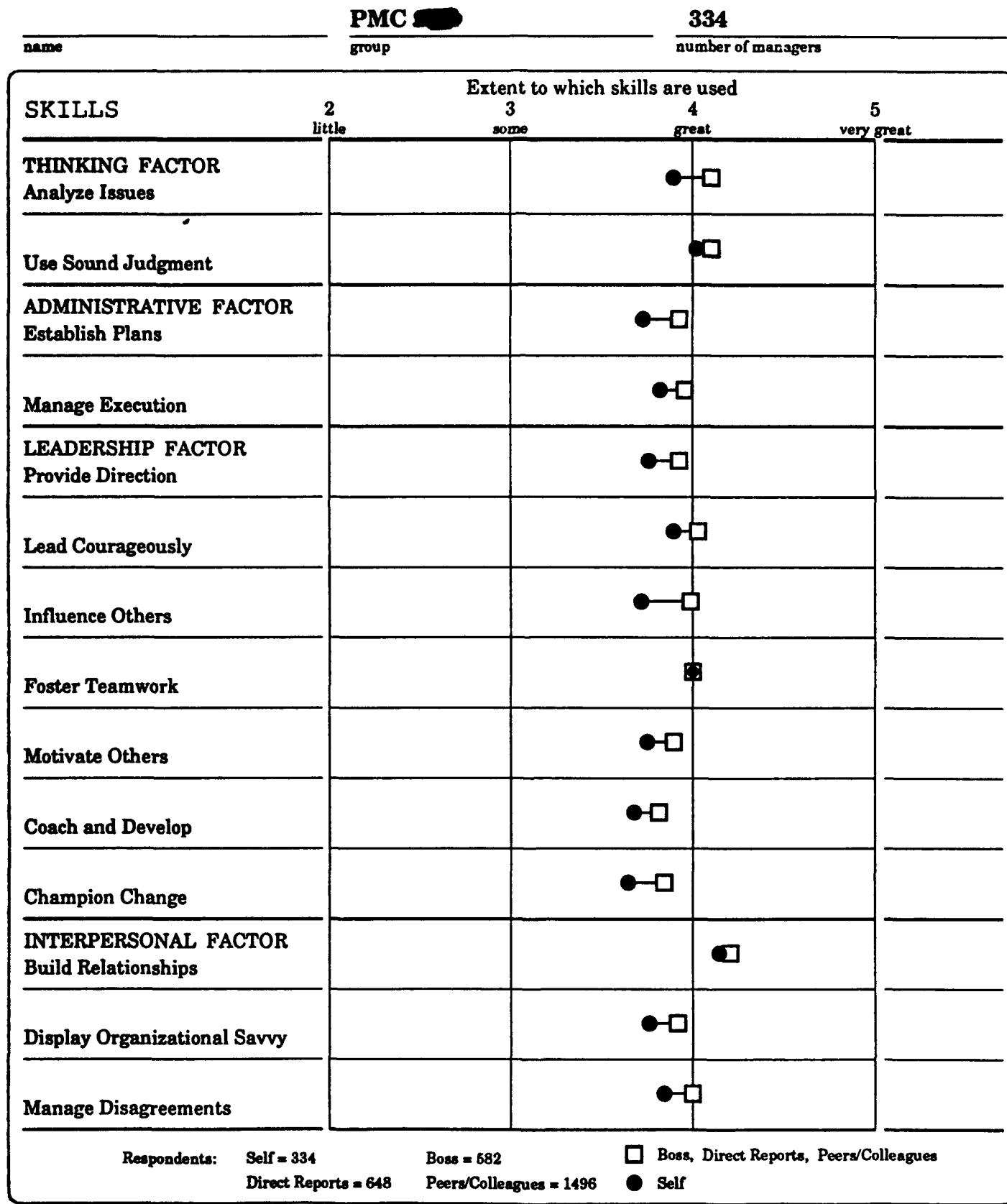
SKILLS	Lower	Medium	Higher
<b>COMMUNICATION FACTOR</b> Speak Effectively		●	
Foster Open Communication		□	
Listen to Others	□-●		
<b>MOTIVATION FACTOR</b> Drive for Results		●-□	
Show Work Commitment	□		
<b>SELF-MANAGEMENT FACTOR</b> Act with Integrity		□-●	
Demonstrate Adaptability	□-●		
Develop Oneself	□		
<b>ORG. KNOWLEDGE FACTOR</b> Use Tech/Functional Expertise		●-□	
Know the Business	●-□		

Key: □ Boss ● Self



## Developmental Feedback for Managers

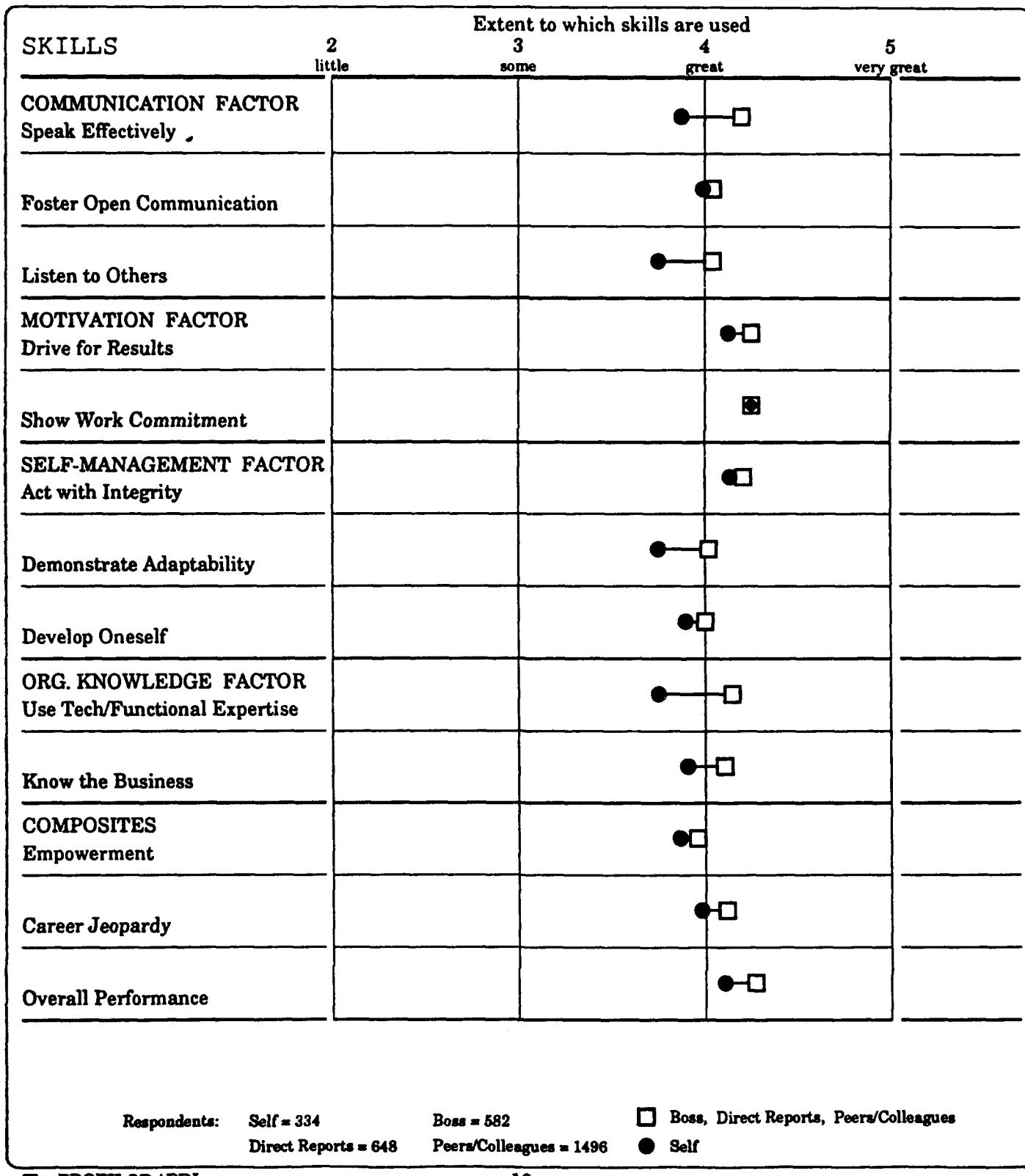
### GROUP REPORT SKILLS OVERVIEW





## Developmental Feedback for Managers

### GROUP REPORT SKILLS OVERVIEW





## **Developmental Feedback for Managers**

## GROUP REPORT PERSPECTIVE COMPARISONS

---

NAME

PMC

334

---

**number of managers**

SKILLS	Extent to which skills are used			
	2 little	3 some	4 great	5 very great
<b>THINKING FACTOR</b>				
Analyze Issues			■	■
			■	■
			■	■
			■	■
<b>ADMINISTRATIVE FACTOR</b>				
Establish Plans		■	■	
		■	■	
		■	■	
		■	■	
<b>LEADERSHIP FACTOR</b>				
Provide Direction		■	■	
		■	■	
		■	■	
		■	■	
Lead Courageously		■	■	
		■	■	
		■	■	
Influence Others		■	■	
		■	■	
		■	■	
Foster Teamwork		■	■	
		■	■	
		■	■	
Motivate Others		■	■	
		■	■	
		■	■	

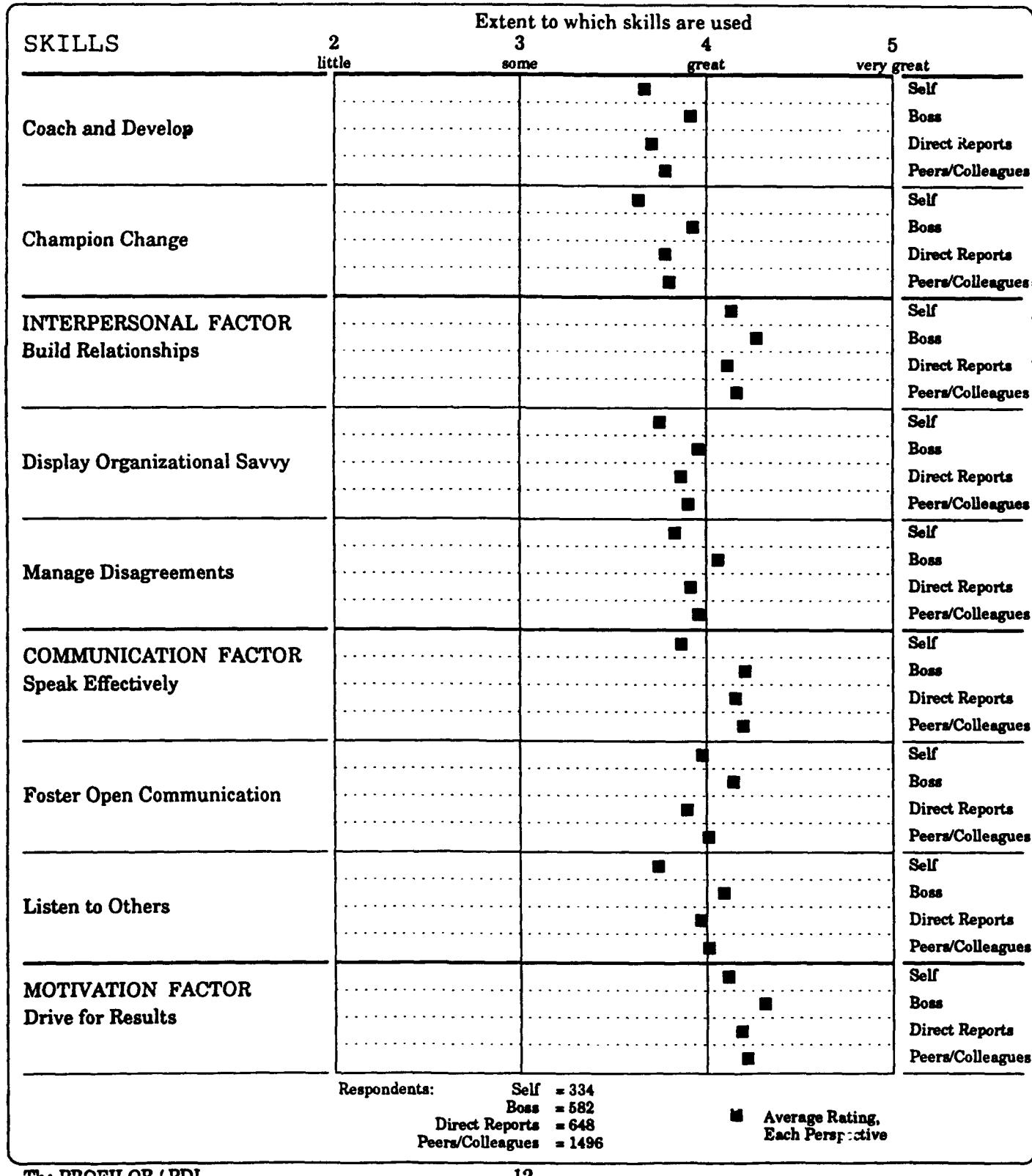
<b>Respondents:</b>	<b>Self</b>	<b>= 334</b>
	<b>Boss</b>	<b>= 582</b>
	<b>Direct Reports</b>	<b>= 648</b>
	<b>Peers/Colleagues</b>	<b>= 149</b>

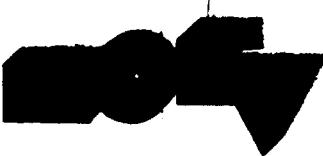
### ■ Average Rating, Each Perspective



## **Developmental Feedback for Managers**

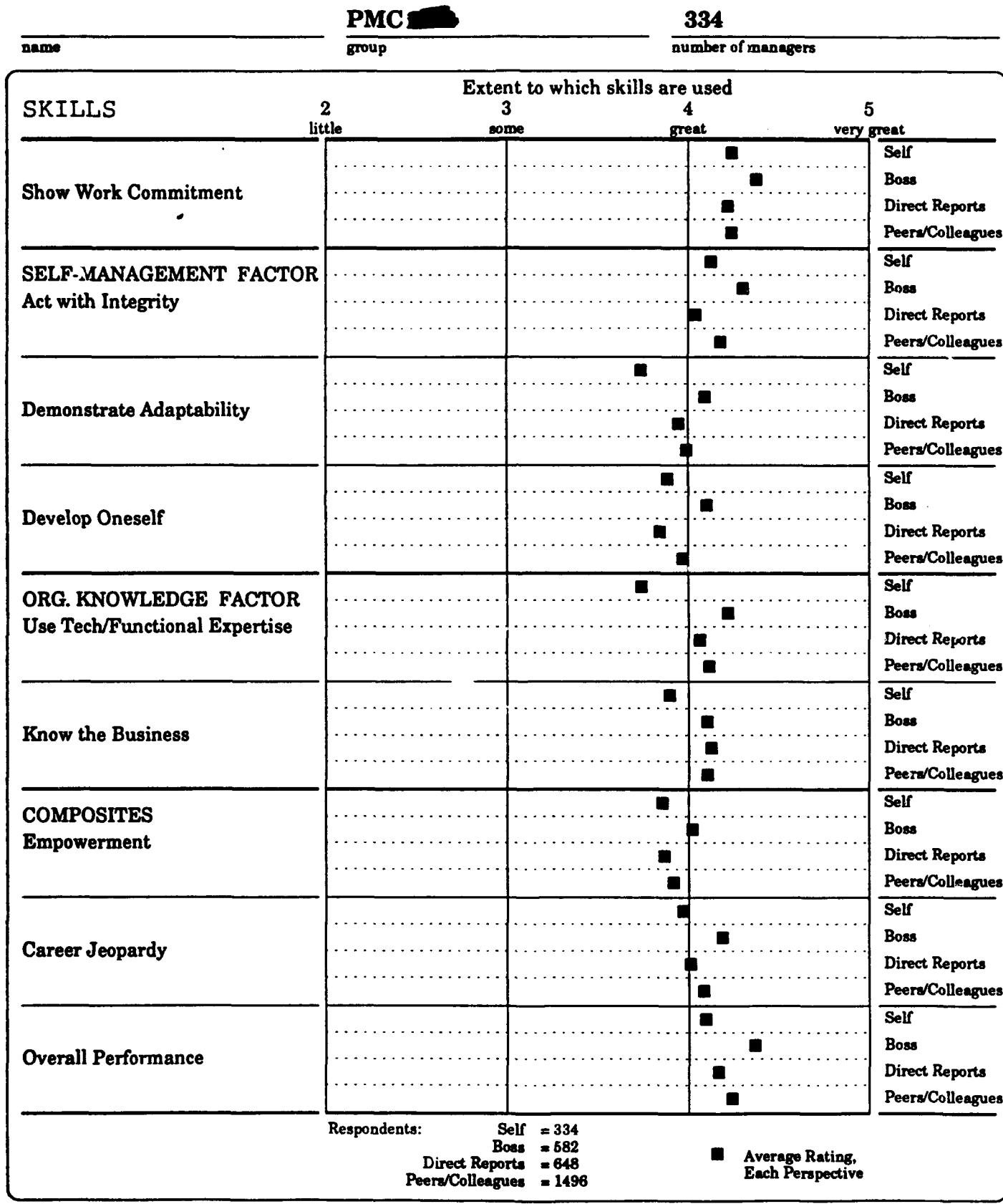
## GROUP REPORT PERSPECTIVE COMPARISONS





## Developmental Feedback for Managers

### GROUP REPORT PERSPECTIVE COMPARISONS





Developmental Feedback for Managers



GO TO THE NEXT PAGE



### HIGHEST RATED SKILLS BY PERSPECTIVE

Not compared to the norm group

name	PMC [REDACTED] group	334 number of managers
SELF	BOSS	
Show Work Commitment	Show Work Commitment	
Build Relationships	Drive for Results	
Act with Integrity	Act with Integrity	
DIRECT REPORTS	PEERS/COLLEAGUES	
Show Work Commitment	Show Work Commitment	
Drive for Results	Drive for Results	
Speak Effectively	Speak Effectively	



## Developmental Feedback for Managers

### LOWEST RATED SKILLS BY PERSPECTIVE

Not compared to the norm group

SELF	BOSS
<b>Champion Change</b>	<b>Coach and Develop</b>
<b>Coach and Develop</b>	<b>Champion Change</b>
<b>Influence Others</b>	<b>Display Organizational Savvy</b>
DIRECT REPORTS	PEERS/COLLEAGUES
<b>Coach and Develop</b>	<b>Coach and Develop</b>
<b>Champion Change</b>	<b>Champion Change</b>
<b>Motivate Others</b>	<b>Motivate Others</b>



## Developmental Feedback for Managers

### HIGHEST RATED QUESTIONS BY PERSPECTIVE

Not compared to the norm group

<b>name</b>	<b>PMC [REDACTED]</b> <b>group</b>	<b>334</b> <b>number of managers</b>
<b>SELF</b>	<b>BOSS</b>	
Protect confidential information	Protect confidential information	
Set high personal standards of performance	Set high personal standards of performance	
Readily put in extra time and effort	Readily put in extra time and effort	
Accept responsibility for own mistakes	Know the job	
Treat people with respect	Can be approached easily	
<b>DIRECT REPORTS</b>	<b>PEERS/COLLEAGUES</b>	
Protect confidential information	Protect confidential information	
Readily put in extra time and effort	Know the job	
Can be approached easily	Readily put in extra time and effort	
Understand the organization's mission, strategies, strengths, and weaknesses	Set high personal standards of performance	
Learn new information quickly	Can be approached easily	



## Developmental Feedback for Managers

### LOWEST RATED QUESTIONS BY PERSPECTIVE

Not compared to the norm group

SELF	BOSS
<p>Delegate enough of own work to others</p> <p>Listen to people without interrupting</p> <p>Accept criticism openly and nondefensively</p> <p>Stay informed about industry practices and new developments</p> <p>Know the strengths and weaknesses of competitors</p>	<p>Delegate enough of own work to others</p> <p>Delegate assignments to the lowest appropriate level</p> <p>Adapt approach to motivate each individual</p> <p>Challenge others to make tough choices</p> <p>Accurately identify strengths and development needs in others</p>
DIRECT REPORTS	PEERS/COLLEAGUES
<p>Adapt approach to motivate each individual</p> <p>Coach others in the development of their skills</p> <p>Seek feedback to enhance performance</p> <p>Let people know when results are not up to expectations</p> <p>Encourage discussion of ethical considerations before decisions are made</p>	<p>Adapt approach to motivate each individual</p> <p>Delegate enough of own work to others</p> <p>Coach others in the development of their skills</p> <p>Accurately identify strengths and development needs in others</p> <p>Stimulate others to make changes and improvements</p>



## Developmental Feedback for Managers

### GROUP REPORT FOCUS FOR DEVELOPMENT Building On Key Strengths

<b>PMC</b> name _____	<b>PDI National Norm Group</b> norm group _____
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#### SKILLS Potential Development Objectives

##### JOB STRENGTHS - based on importance to the job and skill ratings \*

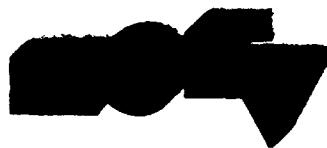
<b>Act with Integrity</b>	<ul style="list-style-type: none"><li>• Protect confidential information</li><li>• Live up to commitments</li></ul>
<b>Analyze Issues</b>	<ul style="list-style-type: none"><li>• Learn new information quickly</li><li>• Apply accurate logic in solving problems</li></ul>
<b>Use Sound Judgment</b>	<ul style="list-style-type: none"><li>• Consider alternative solutions before making decisions</li><li>• Make timely decisions</li></ul>

---

##### GENERAL STRENGTHS - based on skill ratings \*

<b>Know the Business</b>	<ul style="list-style-type: none"><li>• Bring cross-disciplinary knowledge to bear on issues and opportunities</li><li>• Know the strengths and weaknesses of competitors</li></ul>
<b>Develop Oneself</b>	<ul style="list-style-type: none"><li>• Accept responsibility for own mistakes</li><li>• Pursue learning and self-development</li></ul>
<b>Influence Others</b>	<ul style="list-style-type: none"><li>• Influence and shape the decisions of upper management</li><li>• Get others to take action</li></ul>

\* Relative to the norm group



## Developmental Feedback for Managers

### GROUP REPORT FOCUS FOR DEVELOPMENT Addressing Development Needs

PMC [REDACTED] PDI National Norm Group  
name [REDACTED] norm group  
group [REDACTED]

#### SKILLS Potential Development Objectives

##### JOB DEVELOPMENT NEEDS - based on importance to the job and skill ratings \*

Foster Teamwork	<ul style="list-style-type: none"><li>• Seek appropriate input before making decisions</li><li>• Promote teamwork among groups; discourage "we vs. they" thinking</li></ul>
Manage Execution	<ul style="list-style-type: none"><li>• Delegate enough of own work to others</li><li>• Establish high standards of performance for employees</li></ul>
Drive for Results	<ul style="list-style-type: none"><li>• Display a high energy level</li><li>• Convey a sense of urgency when appropriate</li></ul>

##### GENERAL DEVELOPMENT NEEDS - based on skill ratings \*

Listen to Others	<ul style="list-style-type: none"><li>• Clarify what people say to ensure understanding</li><li>• Listen to people without interrupting</li></ul>
Coach and Develop	<ul style="list-style-type: none"><li>• Let people know when results are not up to expectations</li><li>• Accurately identify strengths and development needs in others</li></ul>
Speak Effectively	<ul style="list-style-type: none"><li>• Speak with enthusiasm and expressiveness</li><li>• Speak effectively in front of a group</li></ul>

\* Relative to the norm group



## Developmental Feedback for Managers

### GROUP REPORT TRAINING NEEDS ANALYSIS

#### Skills

SKILLS	Dev. Needs Lowest 25%	On Par Middle 50%		Strengths Highest 25%	
<b>THINKING FACTOR</b> Analyze Issues	23 7%	96	29%	215	64%
Use Sound Judgment	25 7%	92	28%	217	65%
<b>ADMINISTRATIVE FACTOR</b> Establish Plans	22 7%	100	30%	212	63%
Manage Execution	18 5%	125	37%	191	57%
<b>LEADERSHIP FACTOR</b> Provide Direction	25 7%	108	32%	201	60%
Lead Courageously	26 8%	109	33%	199	60%
↑ Influence Others	25 7%	97	29%	212	63%
Foster Teamwork	26 8%	110	33%	198	59%
Motivate Others	34 10%	112	34%	188	56%
♦ Coach and Develop	31 9%	131	39%	172	51%
Champion Change	36 11%	109	33%	189	57%
<b>INTERPERSONAL FACTOR</b> Build Relationships	24 7%	105	31%	205	61%
Display Organizational Savvy	33 10%	91	27%	210	63%
Manage Disagreements	24 7%	103	31%	207	62%
<b>COMMUNICATION FACTOR</b> ♦ Speak Effectively	28 8%	120	36%	186	56%
Foster Open Communication	20 6%	114	34%	200	60%
♦ Listen to Others	29 9%	133	40%	172	51%

Key: ♦ = 3 highest rated skills compared to the norm  
♦ = 3 lowest rated skills compared to the norm

## Developmental Feedback for Managers



### GROUP REPORT TRAINING NEEDS ANALYSIS Skills

SKILLS	Dev. Needs Lowest 25%	On Par Middle 50%		Strengths Highest 25%	
<b>MOTIVATION FACTOR</b> Drive for Results	32 10%	113	34%	189	57%
Show Work Commitment	29 9%	109	33%	196	59%
<b>SELF-MANAGEMENT FACTOR</b> Act with Integrity	16 5%	103	31%	215	64%
Demonstrate Adaptability	25 7%	91	27%	218	65%
↑ Develop Oneself	17 5%	98	29%	219	66%
<b>ORG. KNOWLEDGE FACTOR</b> Use Tech/Functional Expertise	23 7%	108	32%	203	61%
↑ Know the Business	17 5%	101	30%	216	65%
<b>COMPOSITES</b> Empowerment	23 7%	107	32%	204	61%
Career Jeopardy	28 8%	95	28%	211	63%
Overall Performance	27 8%	106	32%	201	60%

Key: ↑ = 3 highest rated skills compared to the norm  
↓ = 3 lowest rated skills compared to the norm

### GROUP REPORT TRAINING NEEDS ANALYSIS Specific Question Results

SKILLS	Lowest 25%	Middle 50%	Highest 25%	Mean Rating
<b>ANALYZE ISSUES</b>	7%	29%	64%	4.11
♦ Learn new information quickly	4%	26%	70%	4.38
Understand complex concepts and relationships	6%	35%	59%	4.18
Focus on important information without getting bogged down in unnecessary detail	12%	34%	54%	3.94
Analyze problems from different points of view	10%	37%	53%	3.84
Apply accurate logic in solving problems	7%	31%	62%	4.20
<b>USE SOUND JUDGMENT</b>	7%	28%	65%	4.11
Consider alternative solutions before making decisions	7%	23%	70%	4.09
Make timely decisions	9%	29%	61%	4.10
Make sound decisions based on adequate information	9%	28%	63%	4.21
Make decisions in the face of uncertainty	7%	34%	59%	4.05
<b>ESTABLISH PLANS</b>	7%	30%	63%	3.93
Translate business strategies into clear objectives and tactics	10%	36%	54%	3.88
Identify specific action steps and accountabilities	6%	40%	55%	3.95
Prepare realistic estimates of budget, staff, and other resources	7%	47%	46%	3.98
Anticipate problems and develop contingency plans	8%	31%	61%	3.90
Integrate planning efforts across work units	4%	35%	60%	3.95
<b>MANAGE EXECUTION</b>	5%	37%	57%	3.96
♦ Delegate enough of own work to others	12%	51%	37%	3.68

Key: ♦ = 10 highest rated questions compared to the norm  
 ♦ = 10 lowest rated questions compared to the norm

## Developmental Feedback for Managers

### GROUP REPORT TRAINING NEEDS ANALYSIS Specific Question Results

SKILLS	Lowest 25%	Middle 50%	Highest 25%	Mean Rating
Convey clear expectations for assignments	9%	38%	53%	3.95
Delegate assignments to the lowest appropriate level	8%	44%	48%	3.76
Give people the latitude to manage their own responsibilities	10%	46%	45%	4.04
Empower others with the authority necessary to accomplish their objectives	9%	48%	44%	3.98
Are accessible to provide assistance/support as necessary	5%	38%	57%	4.26
Monitor progress of others and redirect efforts when goals are not being met	8%	37%	55%	3.85
Coordinate work with other groups	6%	33%	61%	4.11
Establish high standards of performance for employees	8%	49%	43%	4.00
<b>PROVIDE DIRECTION</b>				
Foster the development of a common vision	7%	32%	60%	3.93
Provide clear direction and define priorities for the team	7%	42%	52%	3.85
Clarify roles and responsibilities with team members	7%	36%	57%	3.98
Link the team's mission to that of the broader organization	8%	40%	52%	3.85
Make the team mission and strategies clear to others	8%	38%	54%	3.98
<b>LEAD COURAGEOUSLY</b>				
Take a stand and resolve important issues	9%	34%	57%	3.97
Confront problems early, before they get out of hand	8%	33%	60%	4.04
Challenge others to make tough choices	5%	40%	54%	4.15
	6%	30%	64%	3.92
	10%	44%	47%	3.75

**Key:** ♦ = 10 highest rated questions compared to the norm  
 ♦ = 10 lowest rated questions compared to the norm

## Developmental Feedback for Managers

### GROUP REPORT TRAINING NEEDS ANALYSIS Specific Question Results

SKILLS	Lowest 25%	Middle 50%	Highest 25%	Mean Rating
Drive hard on the right issues	7%	29%	64%	4.07
Act decisively	8%	38%	54%	4.15
Demonstrate managerial courage	8%	38%	54%	4.11
Are assertive	12%	35%	53%	4.11
<b>INFLUENCE OTHERS</b>				
Readily command attention and respect in groups	7%	29%	63%	3.99
Negotiate persuasively	10%	34%	56%	3.94
Give compelling reasons for ideas	8%	37%	55%	3.98
Win support from others	8%	40%	52%	3.96
Get others to take action	10%	38%	52%	4.03
Influence and shape the decisions of upper management	8%	37%	55%	3.99
<b>FOSTER TEAMWORK</b>				
Value the contributions of all team members	5%	30%	65%	4.03
Involve others in shaping plans and decisions that affect them	8%	33%	59%	4.03
Use a team approach to solve problems when appropriate	6%	33%	61%	4.18
Foster teamwork within the team	9%	44%	47%	3.93
Promote teamwork among groups; discourage "we vs. they" thinking	9%	42%	49%	3.96
Acknowledge and celebrate team accomplishments	10%	36%	54%	4.01
	13%	40%	47%	3.95
	6%	37%	57%	4.11

Key:   ♦ = 10 highest rated questions compared to the norm  
       ♦ = 10 lowest rated questions compared to the norm



## Developmental Feedback for Managers

### GROUP REPORT TRAINING NEEDS ANALYSIS Specific Question Results

SKILLS	Lowest 25%	Middle 50%	Highest 25%	Mean Rating
Seek appropriate input before making decisions	8%	50%	42%	4.03
<b>MOTIVATE OTHERS</b>	10%	34%	56%	3.90
Convey trust in people's competence to do their jobs	7%	41%	52%	4.03
Inspire people to excel	13%	39%	49%	3.80
Create an environment that makes work enjoyable	11%	43%	46%	3.94
Reward people for good performance	2%	36%	62%	4.05
Adapt approach to motivate each individual	12%	48%	41%	3.67
↓ Create an environment where people work their best	13%	44%	43%	3.89
<b>COACH AND DEVELOP</b>	9%	39%	51%	3.82
Accurately identify strengths and development needs in others	9%	49%	42%	3.75
Give specific and constructive feedback	8%	41%	51%	3.84
Let people know when they are performing well	11%	38%	51%	3.95
↓ Let people know when results are not up to expectations	14%	46%	40%	3.78
Coach others in the development of their skills	10%	49%	42%	3.72
Provide challenging assignments to facilitate individual development	11%	37%	52%	3.83
Show interest in employees' careers	11%	38%	51%	3.91
Know when to supervise and coach people and when to leave them on their own	11%	41%	48%	3.83
<b>CHAMPION CHANGE</b>	11%	33%	57%	3.85
Champion new initiatives within and beyond the scope of own job	11%	36%	53%	3.90

Key: ↑ = 10 highest rated questions compared to the norm  
↓ = 10 lowest rated questions compared to the norm

## Developmental Feedback for Managers



### GROUP REPORT TRAINING NEEDS ANALYSIS Specific Question Results

SKILLS	Lowest 25%	Middle 50%	Highest 25%	Mean Rating
Stimulate others to make changes and improvements	12%	39%	49%	3.78
Involve others in the change process	9%	38%	52%	3.93
Prepare people to understand changes	10%	41%	49%	3.79
Set up needed systems and structures to support changes	8%	36%	56%	3.85
<b>BUILD RELATIONSHIPS</b>				
Treat people with respect	7%	31%	61%	4.21
Treat people fairly	7%	37%	57%	4.35
Can be approached easily	7%	33%	60%	4.42
Develop effective working relationships with direct reports	10%	57%	33%	4.03
Develop effective working relationships with peers	7%	35%	58%	4.17
Develop effective working relationships with higher management	7%	33%	61%	4.28
Take people's feelings and preferences into account when making decisions	16%	49%	35%	3.85
<b>DISPLAY ORGANIZATIONAL SAVVY</b>				
Know which battles are worth fighting	10%	27%	63%	3.92
Know whom to involve and when	9%	34%	57%	3.93
Anticipate the positions and reactions of others accurately	6%	28%	66%	4.08
Compromise to build give-and-take relationships with others	10%	44%	46%	3.85
<b>MANAGE DISAGREEMENTS</b>				
Express disagreement tactfully and sensitively	12%	30%	58%	3.82
	7%	31%	62%	4.00
	10%	34%	56%	3.92

Key: ↑ = 10 highest rated questions compared to the norm  
↓ = 10 lowest rated questions compared to the norm

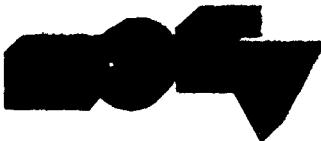
## Developmental Feedback for Managers



### GROUP REPORT TRAINING NEEDS ANALYSIS Specific Question Results

SKILLS	Lowest 25%	Middle 50%	Highest 25%	Mean Rating
Address and work to resolve conflict	4%	36%	60%	3.99
Work toward win/win solutions whenever possible	4%	35%	60%	4.14
Facilitate the discussion and resolution of different views	10%	42%	49%	3.93
<b>SPEAK EFFECTIVELY</b>	8%	36%	56%	4.20
Speak clearly and concisely	5%	26%	69%	4.26
Speak with enthusiasm and expressiveness	10%	42%	48%	4.13
Get your point across when talking	8%	39%	53%	4.20
Speak effectively in front of a group	9%	42%	49%	4.20
<b>FOSTER OPEN COMMUNICATION</b>	6%	34%	60%	4.05
Interact with people openly and directly	5%	39%	56%	4.32
Encourage others to express their views, even contrary ones	11%	47%	42%	3.93
Keep people up-to-date with information	10%	34%	56%	3.99
Make sure that people have no "surprises"	10%	30%	60%	3.95
Provide others with open access to information	6%	37%	56%	4.05
<b>LISTEN TO OTHERS</b>	9%	40%	51%	4.05
Listen carefully to input	8%	35%	56%	4.10
Listen well in a group	8%	40%	52%	4.11
Listen to people without interrupting	11%	44%	45%	4.08

Key: ♦ = 10 highest rated questions compared to the norm  
◆ = 10 lowest rated questions compared to the norm



## Developmental Feedback for Managers

### GROUP REPORT TRAINING NEEDS ANALYSIS Specific Question Results

SKILLS	Lowest 25%	Middle 50%	Highest 25%	Mean Rating
♦ Clarify what people say to ensure understanding	13%	55%	32%	3.83
Listen willingly to concerns expressed by others	6%	35%	58%	4.11
<b>DRIVE FOR RESULTS</b>	10%	34%	57%	4.25
Put top priority on getting results	5%	35%	60%	4.18
Convey a sense of urgency when appropriate	9%	35%	56%	4.22
Persist in the face of obstacles	6%	33%	61%	4.25
Display a high energy level	12%	31%	57%	4.35
<b>SHOW WORK COMMITMENT</b>	9%	33%	59%	4.29
Set high personal standards of performance	5%	41%	54%	4.43
♦ Seek out new work challenges	16%	45%	40%	4.02
Initiate activities without being asked to do so	7%	27%	66%	4.24
Readily put in extra time and effort	9%	31%	60%	4.45
<b>ACT WITH INTEGRITY</b>	5%	31%	64%	4.21
Have the confidence and trust of others	9%	33%	58%	4.13
Show consistency between words and actions	5%	33%	62%	4.17
♦ Live up to commitments	4%	30%	66%	4.33
♦ Encourage discussion of ethical considerations before decisions are made	17%	57%	26%	3.79
♦ Protect confidential information	0%	21%	79%	4.60

Key: ♦ = 10 highest rated questions compared to the norm  
♦ = 10 lowest rated questions compared to the norm



## Developmental Feedback for Managers

### GROUP REPORT TRAINING NEEDS ANALYSIS Specific Question Results

SKILLS	Lowest 25%	Middle 50%	Highest 25%	Mean Rating
<b>DEMONSTRATE ADAPTABILITY</b>	7%	27%	65%	4.03
♦ Deal constructively with own failures and mistakes	14%	59%	28%	3.86
Project an appropriate degree of self-confidence	5%	29%	66%	4.26
Are flexible	12%	45%	44%	3.96
♦ Work constructively under stress and pressure	4%	29%	67%	4.21
Work effectively in ambiguous situations	7%	34%	58%	4.02
Accept criticism openly and nondefensively	8%	33%	59%	3.94
Demonstrate an appropriate level of patience	11%	33%	57%	3.96
<b>DEVELOP ONESELF</b>	5%	29%	66%	4.01
♦ Accept responsibility for own mistakes	3%	28%	69%	4.25
♦ Seek feedback to enhance performance	15%	47%	38%	3.78
Adapt behavior in response to feedback and experience	8%	37%	55%	3.90
♦ Pursue learning and self-development	3%	30%	67%	4.26
Demonstrate awareness of own strengths and weaknesses	12%	44%	44%	3.86
<b>USE TECH/FUNCTIONAL EXPERTISE</b>	7%	32%	61%	4.15
Know the job	9%	36%	55%	4.43
Are regarded as an expert	8%	37%	56%	3.99
Keep up-to-date on professional/technical developments	5%	39%	56%	4.19

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♦ = 10 lowest rated questions compared to the norm



## Developmental Feedback for Managers

### GROUP REPORT TRAINING NEEDS ANALYSIS Specific Question Results

SKILLS	Lowest 25%	Middle 50%	Highest 25%	Mean Rating
Present technical information in easily understood terms	7%	29%	64%	4.07
Stay informed about industry practices and new developments	11%	47%	42%	4.09
<b>KNOW THE BUSINESS</b>	5%	30%	65%	4.11
Know the strengths and weaknesses of competitors	6%	37%	57%	3.84
Understand the organization's mission, strategies, strengths, and weaknesses	7%	33%	60%	4.28
Understand how the business is run	8%	42%	50%	4.24
Bring cross-disciplinary knowledge to bear on issues and opportunities	4%	29%	68%	4.03
<b>EMPOWERMENT</b>	7%	32%	61%	3.96
Delegate assignments to the lowest appropriate level	8%	44%	48%	3.76
Give people the latitude to manage their own responsibilities	10%	46%	45%	4.04
Empower others with the authority necessary to accomplish their objectives	9%	48%	44%	3.98
Are accessible to provide assistance/support as necessary	5%	38%	57%	4.26
Foster the development of a common vision	7%	42%	52%	3.85
Make the team mission and strategies clear to others	9%	34%	57%	3.97
Accurately identify strengths and development needs in others	9%	49%	42%	3.75
Give specific and constructive feedback	8%	41%	51%	3.84
Let people know when they are performing well	11%	38%	51%	3.95
Let people know when results are not up to expectations	14%	46%	40%	3.78

Key:   ↑ = 10 highest rated questions compared to the norm  
       ↓ = 10 lowest rated questions compared to the norm



## Developmental Feedback for Managers

### GROUP REPORT TRAINING NEEDS ANALYSIS Specific Question Results

SKILLS	Lowest 25%	Middle 50%	Highest 25%	Mean Rating
Coach others in the development of their skills	10%	49%	42%	3.72
Provide challenging assignments to facilitate individual development	11%	37%	52%	3.83
Convey trust in people's competence to do their jobs	7%	41%	52%	4.03
Inspire people to excel	13%	39%	49%	3.80
Create an environment that makes work enjoyable	11%	43%	46%	3.94
Value the contributions of all team members	6%	33%	61%	4.18
Involve others in shaping plans and decisions that affect them	9%	44%	47%	3.93
Foster teamwork within the team	10%	36%	54%	4.01
Treat people with respect	7%	37%	57%	4.35
Provide others with open access to information	6%	37%	56%	4.06
<b>CAREER JEOPARDY</b>				
Demonstrate managerial courage	8%	28%	63%	4.12
Treat people with respect	8%	38%	54%	4.11
Treat people fairly	7%	37%	57%	4.35
Develop effective working relationships with direct reports	7%	37%	56%	4.32
Develop effective working relationships with peers	10%	57%	33%	4.03
Develop effective working relationships with higher management	7%	35%	58%	4.17
Know which battles are worth fighting	7%	33%	61%	4.28
	9%	34%	57%	3.93

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♦ = 10 lowest rated questions compared to the norm

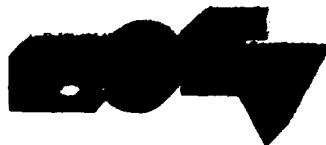


## Developmental Feedback for Managers

### GROUP REPORT TRAINING NEEDS ANALYSIS Specific Question Results

SKILLS	Lowest 25%	Middle 50%	Highest 25%	Mean Rating
Know whom to involve and when	6%	28%	66%	4.08
Express disagreement tactfully and sensitively	10%	34%	56%	3.92
Make sure that people have no "surprises"	10%	30%	60%	3.95
Have the confidence and trust of others	9%	33%	58%	4.13
♦ Live up to commitments	4%	30%	66%	4.33
♦ Deal constructively with own failures and mistakes	14%	59%	28%	3.86
Are flexible	12%	45%	44%	3.96
♦ Work constructively under stress and pressure	4%	29%	67%	4.21
Accept criticism openly and nondefensively	8%	33%	59%	3.94
Focus on important information without getting bogged down in unnecessary detail	12%	34%	54%	3.94
Make sound decisions based on adequate information	9%	28%	63%	4.21
Get the job done	8%	33%	59%	4.40
Get work done on time	8%	42%	50%	4.22
<b>OVERALL PERFORMANCE</b>				
Get the job done	8%	33%	59%	4.40
Get work done on time	8%	42%	50%	4.22
Accomplish a great deal	9%	33%	58%	4.23
Are an effective manager overall	9%	36%	55%	4.16

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          ♦ = 10 lowest rated questions compared to the norm



## Developmental Feedback for Managers

### GROUP REPORT TRAINING NEEDS ANALYSIS Specific Question Results

SKILLS	Lowest 25%	Middle 50%	Highest 25%	Mean Rating
Produce high quality work	7%	31%	63%	4.39

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